



Migrant Pupils



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Classroom-based tips (focus on instructional methods)

1. Promote therapeutic interventions Develop and implement an antiracist policy, which deals with any incidents of racism towards migrant students because any aspect of their identity, such as their background, accent, language skills, appearance, legal status in the country of arrival or religion.

[Reference: Gibson, M. A. (1987). The school performance of immigrant minorities: A comparative view. *Anthropology & education quarterly*, 18(4), 262-275.]

2. Adjust the curriculum in order to reflect the phenomenon of migration throughout history, and to include the work of authors, historians, artists and theorists of diverse backgrounds.
3. Challenge and deconstruct stereotypes about migrants whenever these are met in the curriculum, including in songs, poems, literature, maths and other areas.
4. Decorate your classroom or school walls with photos of diverse role models, including those of migrants. You can use material published by UNICEF or other national and international agencies and NGOs.

[Reference: Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2009). *Learning a new land: Immigrant students in American society*. Harvard University Press.]

5. Make room for storytelling, one of the most powerful ways to create empathy. Integrate immigration stories through literature you read as a class, or by creating a family history and/or digital storytelling project, where pupils can see that people from their own country have also emigrated to other countries. It is highly advisable to lead pupils to tell immigration stories about people as close as possible to their own social environment, without, however, targeting specific pupils because of their migrant background. Often, despite the best of intentions, migrant pupils are placed under the spotlight because of their background while all they wish for is to integrate.

[Reference: Sfard, A., & Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational researcher*, 34(4), 14-22.]



School-based practical tips (focus on instructional methods)

Discipline

Provide after-school programs, evening classes, or summer school programs that can lend linguistic, academic, and social support to migrant pupils in a safe, enjoyable and supervised environment.

[Reference: Lucas, T., Henze, R., & Donato, R. (1990). Promoting the success of Latino language-minority students: An exploratory study of six high schools. *Harvard Educational Review*, 60(3), 315-341]

Safety

Provide after-school programs, evening classes, or summer school programs that can lend linguistic, academic, and social support to migrant pupils in a safe, enjoyable and supervised environment.

[Reference: Lucas, T., Henze, R., & Donato, R. (1990). Promoting the success of Latino language-minority students: An exploratory study of six high schools. *Harvard Educational Review*, 60(3), 315-341]

Supportive literature

Definition of Migrants:

The UN Convention on the Rights of Migrants defines migrants as follows:

"The term 'migrant' in article 1.1 (a) should be understood as covering all cases where the decision to migrate is taken freely by the individual concerned, for reasons of 'personal convenience' and without intervention of an external compelling factor."⁽¹⁾

This definition indicates that migrant does not refer to refugees, displaced or others forced or compelled to leave their homes. Migrants are people who make choices about when to leave and where to go, even though these choices are sometimes extremely constrained.

The Special Rapporteur of the Commission on Human Rights has proposed that the following persons should be considered as migrants:

- (a) Persons who are outside the territory of the State of which they are nationals or citizens, are not subject to its legal protection and are in the territory of another State;
- (b) Persons who do not enjoy the general legal recognition of rights which is inherent in the granting by the host State of the status of refugee, naturalised person or of similar status;
- (c) Persons who do not enjoy either general legal protection of their fundamental rights by virtue of diplomatic agreements, visas or other agreements.²

Migrants can be distinguished into first- and second-generation groups. The term first-generation can refer to either people who were born in one country and relocated to another at a young age, or to their children born in the country their families have relocated to. The term second-generation refers to children of first-generation migrants. First generation migrant children are faced with difficult and pressing educational challenges.

[References:

- (1) http://www.coe.int/t/democracy/migration/default_en.asp
- (2) Gabriela Rodríguez Pizarro, Special Rapporteur of the Commission on Human rights in A/57/292, Human rights of migrants, Note by the Secretary-General. 9 August 2002.]

Literature review

The integration of pupils with a migrant background has been a central objective of many education systems around the world over the last two decades, especially after the fall of the Communist block and the wars in the Middle East (Simon, Malgorzata & Beatriz, 2007).

Both national and international studies of education often show that the performance of migrant pupils is substantially lower than that of non-migrant pupils. However if the contribution of socio-economic, sociocultural and school factors to the relative performance of first- and second-generation migrant pupils is explored, in most countries, it is found that socio-economic factors substantially account for the weaker performance of migrant pupils, whereas sociocultural factors contribute little and school factors are important in only a limited number of instances. Thus, migrant pupils underperform compared to native pupils either due to their low socio-economic background (as their native peers from similar backgrounds) or due to linguistic barriers (Schleicher, 2006). Moreover, for all countries it seems that for pupils with a migration background a key to catching up is the language spoken at home. Therefore educational policy should focus on integration of migrant pupils in schools and preschools, with particular emphasis on language skills at the early stage of childhood (Entorf & Minoiu, 2005).

Websites and EU Reports

Website of the European network for the education of students with migrant background with many policy documents and teachers resources: <http://www.sirius-migrationeducation.org/>

OECD Report presenting PISA results concerning migrant students' performance in various countries and lessons drawn from the relevant data analyses: <https://www.oecd.org/education/Helping-immigrant-students-to-succeed-at-school-and-beyond.pdf>

Eurydice Report about how European countries integrate migrant students into their school systems: http://eacea.ec.europa.eu/Education/eurydice/documents/thematic_reports/101EN.pdf

Website of the European funded project TIES-The integration of the European Second Generation: <http://www.tiesproject.eu/content/view/20/35/lang,en/>

Report of the conference of the European Network of Education Councils, held in Larnaca, 15-17 October 2012 with central theme "Migration and Education": <http://www.eunec.eu/sites/www.eunec.eu/files/attachment/files/report.pdf>

Useful Journals

Race, Ethnicity and Education: <http://www.tandfonline.com/loi/cree20#.Vo5mHfeTVIU>

Intercultural Education: <http://www.tandfonline.com/loi/ceji20#.Vo5oMPeTVIU>

Diaspora, indigenous and minority education: <http://www.tandfonline.com/toc/hdim20/current>

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