

A. GOOD PRACTICES

A1. Create a pedagogical framework

➡ Feeling accepted (Friendly atmosphere, respect their identities, playful activities etc.)

➡ Empathy practices (Encourage friendships, Buddy system etc.)

➡ Raise - develop intercultural awareness (organize common festivities with children and/or with parents, learn a few words in all languages and dialects, exchange-share cultural practices-customs)

➡ Give them a role in celebrations at schools

➡ Participate in sport events inside and outside school

➡ Participate in cultural events

➡ Enhance students' creativity through art and drama and play role

➡ Teachers' responsiveness to students needs

➡ Teachers' flexibility in rules, obligations and expectations

A. GOOD PRACTICES

A2. Create an educational framework

- ➡ Teachers' flexibility regarding expectations (assignments, homework etc)
- ➡ Diversity practices, strategies, methods etc
- ➡ Use of multiple types of educational material
- ➡ Use of ICT (online applications like google translations, web2tools, digital tools, etc)
- ➡ Promoted students' potentiality in other subjects (i.e. maths, arts etc)
- ➡ Enhance multiple modes of meaning making
- ➡ Enhance collaboration and group work
- ➡ Acknowledge students' needs
- ➡ Using children's mother tongue
- ➡ Using translanguaging practices
- ➡ Applying inclusive, differentiated education
- ➡ Use audio-visual material
- ➡ Use story based learning
- ➡ Learning through playing
- ➡ Using language mediators (other students, parents, translators)

A. GOOD PRACTICES

A3. Family involvement

➡ Enhance family's involvement with school (cooking all together, socializing, participate in common festivities)

➡ Learn the host country's language in order to help their children's integration

➡ Building a bridge between parents and schools (use of translators/mediators to facilitate communication)

➡ Acknowledging the family's needs

A. GOOD PRACTICES

A4. School/State support

➡ Financial support

➡ Stationary support

➡ Provide of basic needs

B. CHALLENGES & DIFFICULTIES

<p>1. Structural & Administrative Barriers faced by refugee students</p> <ul style="list-style-type: none">a. Enrolment & registrationb. Receiving support of Learning Support Educator (LSE)c. Provision of reception class is a good practice, but it is dependent upon a minimum number of students enrolling for it. Otherwise it is not offeredd. Teachers of migrant/refugee students should be specially qualified for the specific learning needs of migrant students (second language learning; diversity & multiculturalism; etc...)
<p>2. Linguistic challenges that impact learning</p> <ul style="list-style-type: none">e. Slow pace of children's learning how to read and write due to language barrierf. Poor communication between teacher and parent
<p>3. Lack of parental interest in refugee students' studies</p>
<p>4. Unfamiliarity with schooling and/or local educational system</p>
<p>5. Lack of official or correct documentation regarding children's age</p>
<p>6. Possible trauma & psychological issues of refugee children</p>
<p>7. Possible incongruence between local and children's own cultural heritage</p>
<p>8. Instances of racism & bullying</p>
<p>9. Peer relations</p> <ul style="list-style-type: none">a. Difficulty to establish friendships in generalb. Difficulty to establish friendships across nationalities
<p>10. Lack of representation of refugee children's cultural heritage</p>
<p>11. Extra expenses for educational materials not supported by funding schemes</p>
<p>12. Constant relocations of refugee families hinder stability of education of refugee students</p>
<p>13. Obstacles due to the pandemic</p> <ul style="list-style-type: none">a. Lack of access to technologyb. Through e-learning, the education process was minimal, lacking peer learning and collaboration

C. LIMITATIONS OF THE STUDY

1. Pandemic

2. Continuous movement of refugee families

3. Communication limitation

- a. Linguistic and cultural factors impacting refugee parents and students' communication
- b. Power relations between school and parents/children, resulting in their reluctance to speak openly to the researchers

C. SUGGESTIONS

✚ Native language courses for not losing their identities

✚ Teaching national languages as L2

✚ Acknowledging family needs

✚ Flexible curriculum

✚ Promote teacher's training in teaching L2 and in intercultural education

✚ Promote peer interaction both in and outside schools

✚ Having assistant teacher in the classroom

✚ Having Inclusion Co-ordinators

✚ Starting learning second (host) language's language as early as possible

✚ Promote playing and learning play activities

✚ Give them opportunities and motivations

✚ Provide translations of all content areas available in all languages

✚ Enhance parents' involvement in their children's learning

✚ Use a parent friendly digital platform to help parents being involved in their children's learning (future project)

✚ Organize extra courses

