

Inclusion of Migrant Children in Schools and Society

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Abstract

Today's society is characterized by daily migrations and a remarkable increase in cultural heterogeneity, which is especially reflected in the area of education. All the children have the right to education, no matter where they come from. Education in general plays an important role in social inclusion of children, and schools should represent a safe environment without any risk. The contribution addresses the role of education in inclusion of migrants. First, we present the current situation in integrating migrant children into schools. This contribution focuses specifically on the analysis of the results of the RoMigSc project. In this contribution, we wanted to explore teachers' views on the inclusion of migrants in schools. In the empirical part we have presented a part of the results of the RoMigSc survey, which refers to teachers' views on multiculturalism. The 2019 survey was conducted in Slovenia, Italy, Spain and North Macedonia, mainly among teachers and representatives of NGOs. We were interested in the attitude of teachers towards inclusion and the self-assessment of teachers' contribution for integration of migrants in schools. Respondents highly rated the claims about inclusive schools as well as the personal contribution of the respondents for inclusive schools. We found that there were statistically significant differences between the attitudes of teachers and other respondents in case of claims that migrant students want to interact with other students, and vice versa; that parents of other students do not want to interact with migrant parents, that the migrant students should attend separate classes until they learn the language; and the differences about view on school-parent cooperation.

This topic is also one of the key ones within the CiSoTRA project, which addresses the support system for unaccompanied migrant minors and the competence of professionals to work. Based on the interviews that were conducted with young migrants in the CiSoTRA project, we learned that most of them have positive memories on the education period, and that

teachers' competence to work with diverse groups and a holistic approach to education (addressing social and emotional needs, learning needs, an individualized curriculum), are key elements to promote the social integration of young migrants into schools.

Keywords: Migrants, inclusion, education, project RoMigSc, measures for inclusion