



From Enduring Issues to Actions in the Education of Students of Refugee Background in Canada & Beyond

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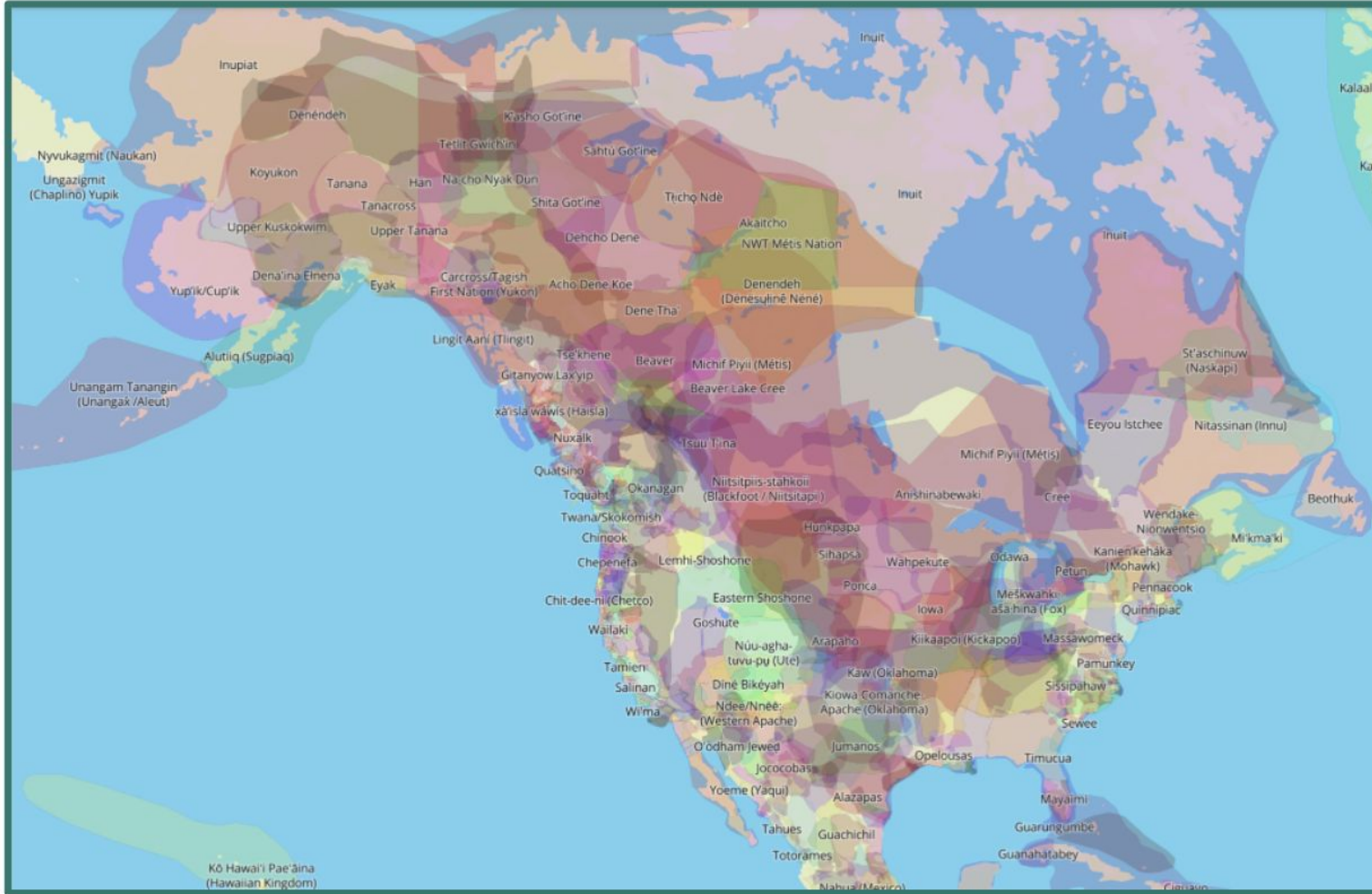
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**CIESC Panel
CSSE Conference
May 2023**

Native Land



<https://native-land.ca/>

Questions to ask yourself when acknowledging the land you're on – Alicia Mwena Richins 2021

Whose land are you on? Native-land.ca

How did you get there?

How do you connect to the land?


How do you take care of this land?

<https://aliciamwena.medium.com/4-questions-to-ask-yourself-when-acknowledging-the-land-youre-on-4bb0f5950fee>

Our Commitment to ‘Reckonings and Re-Imaginings’

We have taken the “Reckonings and Re-Imaginings” Congress theme to heart and we have reflected on the lessons we have learned about the education of persons of refugee background in Canada and beyond, and have begun **‘imagining and enacting the terms under which we might create a radically different world’** where we **‘commit to knowing and caring for each other across our differences’**.

As founding members of the ‘Immigration and Refugee Education Research Group’ at OISE, we draw on our experience as educators, teacher educators, curriculum developers, policy makers, education leaders and researchers to consider how to move from conceptual frameworks or models and research findings to **actions that we can each take within our spheres to ensure that promising practices in the education of persons of refugee background become more than a promise.**





Overview

Introduction - Who are we? What is the IRE?

Where to?

UNHCR Refugee Education 2030 Strategic Objectives and Approaches

What do we know?

- Personal Adjustment Issues of Students of Refugee Background
- Multidimensional Educational Support Model for Newcomer Children and Youth
- Holistic Model for the Educational Integration of Refugee Students

Interlude - Connecting with the audience

How can we get there?

- Pathways to the Inclusion of Students of Refugee Backgrounds

Panelist Perspectives & Peer Responses

- Inspiring Examples of Pathways
- Commitment to ACTION(s)

With whom can you connect to ACT to make promising pathways a reality for students of refugee background?

Final Interlude Connecting with the Audience Regarding Their Commitment to Action



A grid of 24 video conference windows, arranged in 4 rows and 6 columns. Each window shows a different participant in a meeting. The participants are diverse in age and appearance. Some are wearing headsets, suggesting an active discussion or presentation. The backgrounds vary, showing indoor settings like offices or homes. The overall layout is a typical virtual meeting interface.

CONTACT US:
ireresearchgroup@gmail.com

The image features a white background with stylized, overlapping leaves in green, orange, and light blue. The leaves are outlined with thin lines and have a central vein with smaller veins branching off. The text "Where to?" is centered in a bold, brown font.

Where to?



UNHCR Refugee Education 2030

Strategic Objectives and Approaches

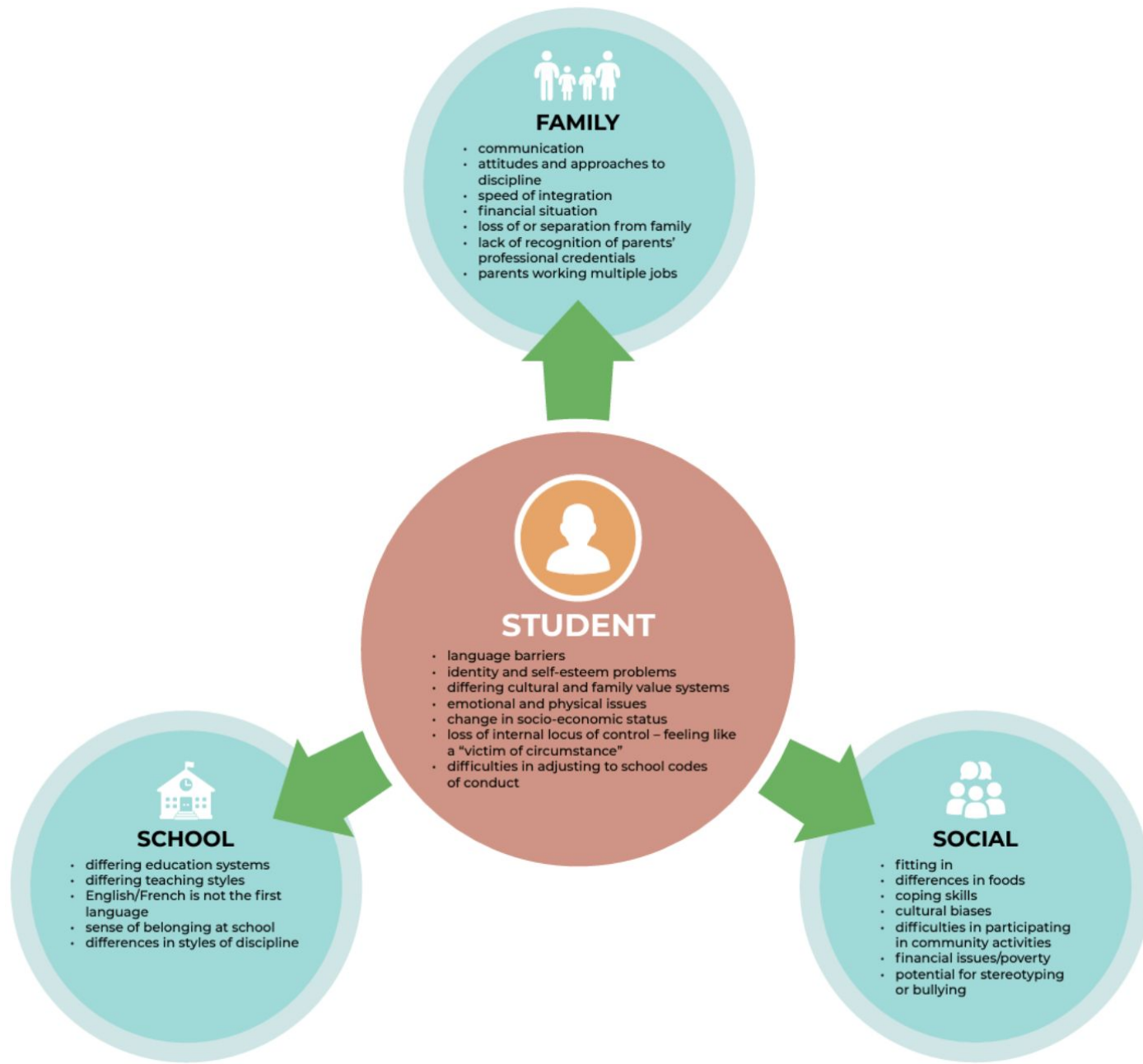
Inclusion in national systems for those who have not had access to education is a process. Steps toward education systems inclusive of persons of concern need to reflect both system preparation and student preparation.

- 1. Promote equitable and sustainable inclusion in national education systems for refugees, asylum seekers, returnees, stateless and internally displaced persons**
- 2. Foster safe, enabling environments that support learning for all students, regardless of legal status, gender or disability**
- 3. Enable learners to use their education toward sustainable futures.**

The objectives, as well as ways of achieving them through the strategic approaches of partnership, collaborative learning, capacity development, innovation, evidence and growth are described fully in the body of this strategy. They are intended to provide both inspiration and guidance for a wide spectrum of stakeholders.

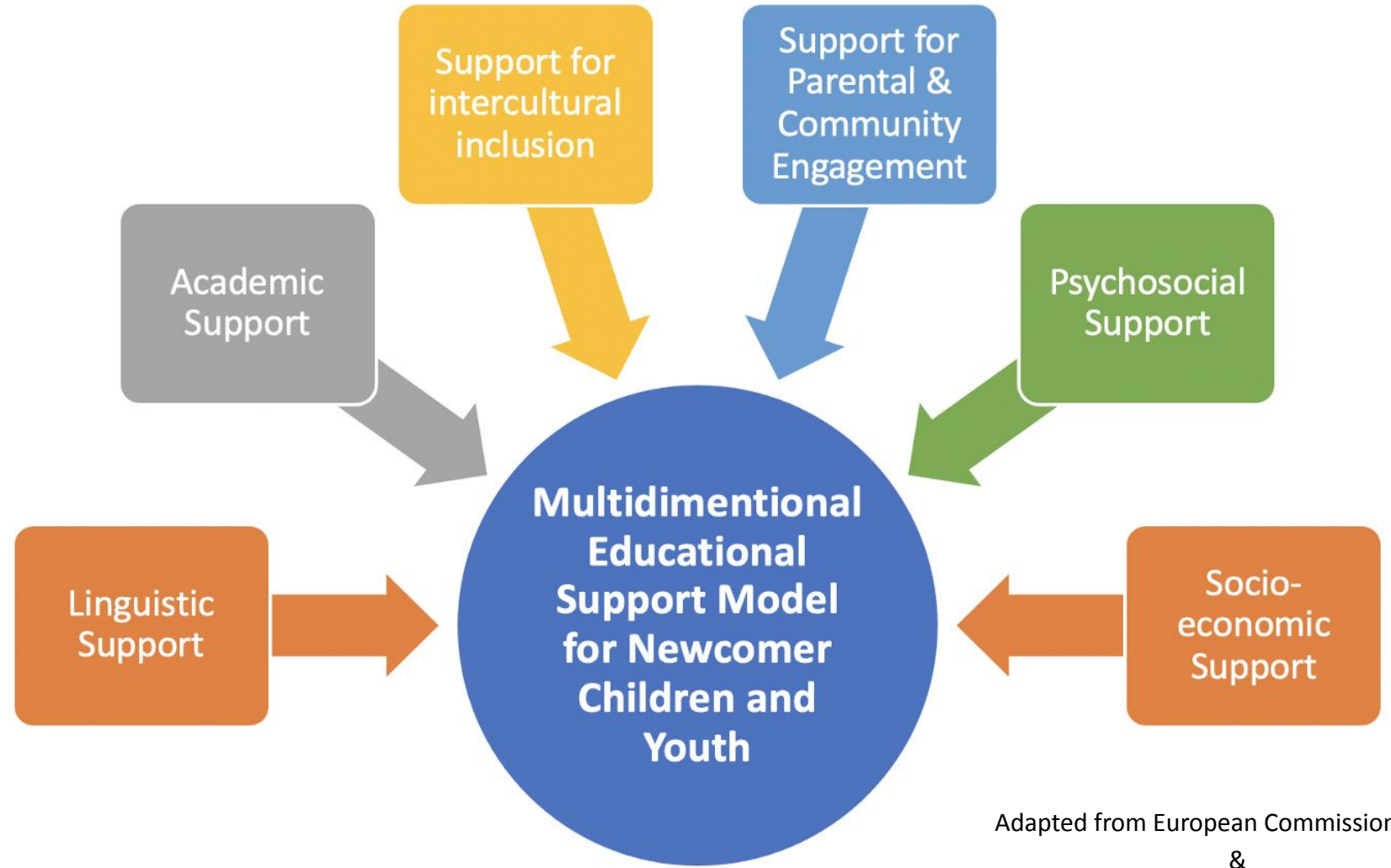


What do we know?



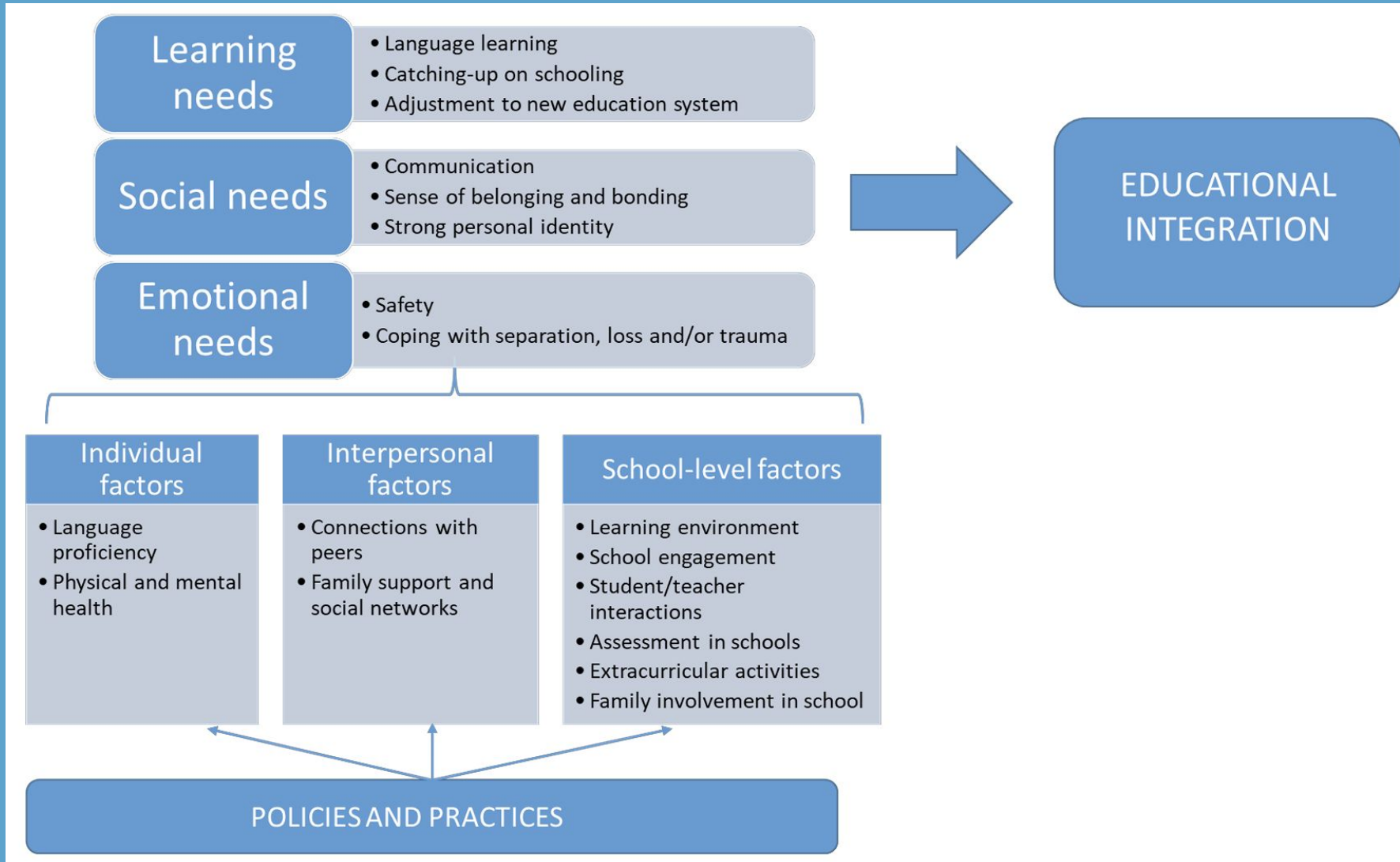
Personal Adjustment Issues of Students of Refugee Background

Multidimensional Educational Support Model for Newcomer Children and Youth



Adapted from European Commission (2013)
&
Lara and Volante (2019)

Holistic Model for the Educational Integration of Refugee Children



Join at menti.com use code 4849 7729

Interlude - Connecting with the Audience

Join at menti.com use code 4849 7729

Mentimeter

Please tell us about yourself, role, interest
(e.g. Teacher, settlement worker, working
with ...)

Waiting for answers



The image features a central text prompt surrounded by stylized, overlapping leaves. The leaves are rendered in three colors: green, orange, and light blue. Each leaf is filled with a pattern of fine, parallel lines that radiate from the central vein, creating a textured, organic appearance. The leaves are arranged in a way that they seem to frame the central text, with some overlapping others. The background is plain white.

How can we get there?

Pathways to the Inclusion of Students of Refugee Backgrounds

- Consider refugee integration in education through a holistic model
- Provide access to refugees to all levels of education and allow for flexible pathways
- Introduce early assessment and develop individualised development and learning plans
- Provide flexible learning options, pathways and transitions for older students
- Promote language support specifically targeted to refugee students and facilitate the development of mother tongues
- Offer specific teacher training and professional development to support the needs of refugee students
- Provide a supportive learning environment to refugee students
- Create opportunities for social interactions between refugee and other students
- Adopt whole-school and whole-community approaches to welcome and include refugee students and their families
- Support the well-being needs of refugees including mental health
- Improve data collection and monitoring of outcomes of refugee students



Panelist Perspectives & Responses
Inspiring Examples of Pathways
Commitment to ACTION(s)

One inspiring example of a pathway

LEAP



My Commitment to Action

The Refugee Education Website



RefugeeEducation

Home Project Overview Refugee Experience Resources for Educators Educator Opinion Pieces Project-Related Websites Accessibility Contact

The Education of Students with Refugee Backgrounds

Overview

Welcome to this website on the education of students with refugee backgrounds. Here, you can find resources, as well as links to our websites on [Me Mapping](#), [Teaching About Domestic Violence](#), and [Multilingual Math](#). This website also includes [resources on teaching students of refugee background](#) as well as resources on a variety of [themes](#) related to working with these students. These interconnected websites are a result of SSHRC-funded research and contributions from graduate students at OISE. Click on [our research project](#) to find out more.



One inspiring example of a pathway

Facilitating Factors

- Culturally relevant pedagogy
- Mentors, liaisons and cultural brokers
- Teachers
- Community networks

Barriers and Facilitators for Academic Success and Social Integration of Refugee Students in Canadian and US K-12 Schools: A Meta-Synthesis

Max Antony-Newman
Sheffield Hallam University

Sarfarozi Niyozov
University of Toronto, Ontario Institute for Studies in Education



Published
2023-05-07



Canada-Ukraine authorization for emergency travel

Through the [Canada-Ukraine authorization for emergency travel \(CUAET\)](#), Ukrainian nationals and their family members can apply for a temporary resident visa to travel to and stay in Canada temporarily.

Total overseas CUAET temporary resident applications

i Data below is for applications received and approved between March 17, 2022 and May 6, 2023.

Applications received
1,028,223

Applications approved
720,922

My Commitment to Action

- Educators for Education Success
- Find More Success Stories & Share
- Create a Network of Post-Soviet Parents

Vignette of Facilitators (Teacher/Guidance Counsellor

Int: How welcomed did you feel about yourself in school, with the teacher with your peers?

T/C: Yeah, very, very welcomed. I think again, I don't know if it's unique to me, but I had a guidance counselor who was assigned to me.... But she also happened to be my ESL teacher. And she kind of took me under her wing, I can't say it was only me, I think she was just very generally good to all the kids. She didn't have a family. She was fairly young at the time. And so I guess a lot of her time she'd spent doing things for kids in school, and she was a coach and whatever, a million different things.

But I think for me, specifically, she knew that I was very new, but she also knew my circumstance, she knew that I had moved to live with my dad, my mom was away. So she kind of made that extra special attention to me. And, you know, she enrolled me in like, tryouts for sports that she thought I should do and like things that I've never even done in my life.

And she forced me into a book club to make sure that I was, you know, reading more, and she nominated me for some award that I didn't even know she did. So like, there was a lot of that. And I don't want to say that it was just me personally, like, Yes, I think I got lucky. But I also think a lot of the teachers in my school did that.

You know, and again, I don't know if it wasn't the specific school or just that year. I don't know. But I do think as immigrants kids got, like, a lot of understanding, right of like the circumstances that we were in.



Max & Steve Respond



One inspiring example of a Pathway: the Language Friendly School



Research Article

Using a web-based multilingual platform to support elementary refugee students in mathematics

Emmanuelle Le Pichon, Jim Cummins & Jacob Vorstman

Received 13 Oct 2020, Accepted 30 Mar 2021, Published online: 04 May 2021

Download citation | <https://doi.org/10.1080/01434632.2021.1916022>

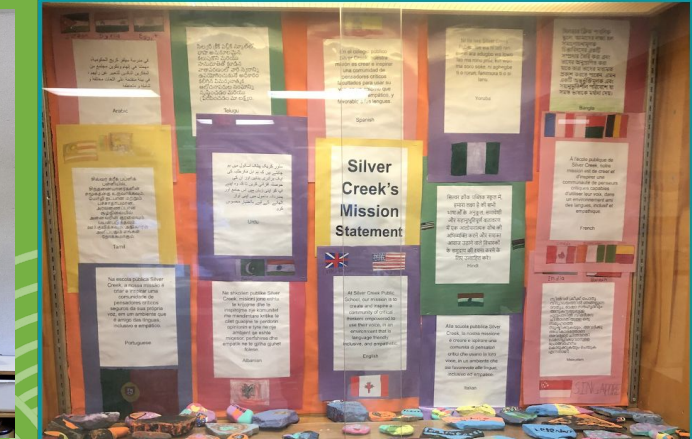


My Commitment to Action

The Language Friendly School: An Inclusive and Equitable Pedagogy

Emmanuelle Le Pichon & Ellen-Rose Kambel

Pages 42-49 | Published online: 28 Jan 2022



Projects

The **ESCAPE projects**: This website gathers the results and developments of three research projects. It is intended for school leaders, STEM teachers and parents of multilingual students. The goal is to provide them with the means to better understand the abilities of their plurilingual students and to know how to enhance them. A variety of pedagogical information and materials are provided in the students' own languages as well as in the languages of the school.

Multilingual Math: The website is designed to help educators, including assessors and teachers to understand the Syrian students' current and prior knowledge of mathematical concepts.

The Language friendly school: This website has been launched on the international day of the indigenous languages. Nominated in 2019 for the European Language Label (26 schools have already joined in five different countries).

EDINA: Education of international Newly Arrived Migrant Pupils at primary and secondary school level; see all activities related to the program (a.o. development of modules for teachers, newsletters, organization of (inter)national meetings for school stakeholders). The website available in Dutch, English, French, Spanish and Suomi.





One inspiring example of a pathway

Midaynta Community Services: Non-formal education initiatives: Project Turnaround; Rites of Passage Youth Mentorship Program; Youth Outreach Workers; Youth Resiliency Conference report



My Commitment

Help Community Organizations to Develop More Non-Formal Initiatives to increase Adaptability & Acceptability (Tomaševski, 2004).

- Integrating Heritage Language & Culture
- Community Language Nests (safe havens): Inspired by / New Zealand Māori - Using Community Elders as Parateachers, Heritage Language Teachers and ECE expertise
- Plurilingual bridging initial L1 Oral & Written Literacy to L2





Dania & Sarfaroz Respond



One inspiring
example of a
pathway

Teachers and school leaders' readiness for
parental engagement: Are we ready for
refugee parents?

- 32 Knowledge of the Ontario Context
- 33 Indigenous Perspectives, Cultures, Histories and Ways of Knowing
- 34 Politique d'aménagement linguistique (PAL) de l'Ontario
- 35 Safe and Accepting Schools/Creation of a Positive School Climate
- 37 Parent Engagement and Communication
- 38 Practicum
- 41 Revision Schedule

My Commitment
to Action

To bridge the gap between the current policy requirements for teacher readiness for parental engagement and the need to improve teacher capacity to engage parents in the increasingly unequal communities, I suggest the following recommendations. All jurisdictions should develop a comprehensive parental engagement standard that would:

- 1) place parents and families at the center of parental engagement practice;
- 2) explain the difference between parental involvement (in schooling) and parental engagement (in education and learning);
- 3) acknowledge the inequality in parental engagement;
- 3) document the barriers for parental engagement shaped by social class, race, and immigration status;
- 4) offer a set of specific suggestions and tools for teachers to foster democratic family-school collaboration.

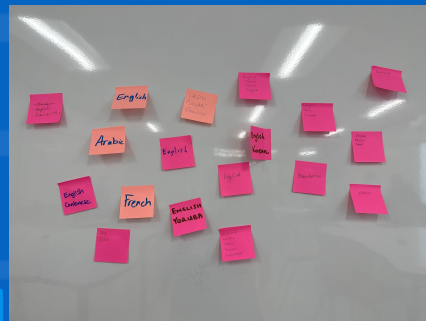




One inspiring example of a pathway

Mobility of Syrian–Canadian Students and Continuity of Math Education: A Comparative Curriculum Mapping Approach

Dania Wattar & Emmanuelle Le Pichon



My Commitment to Action

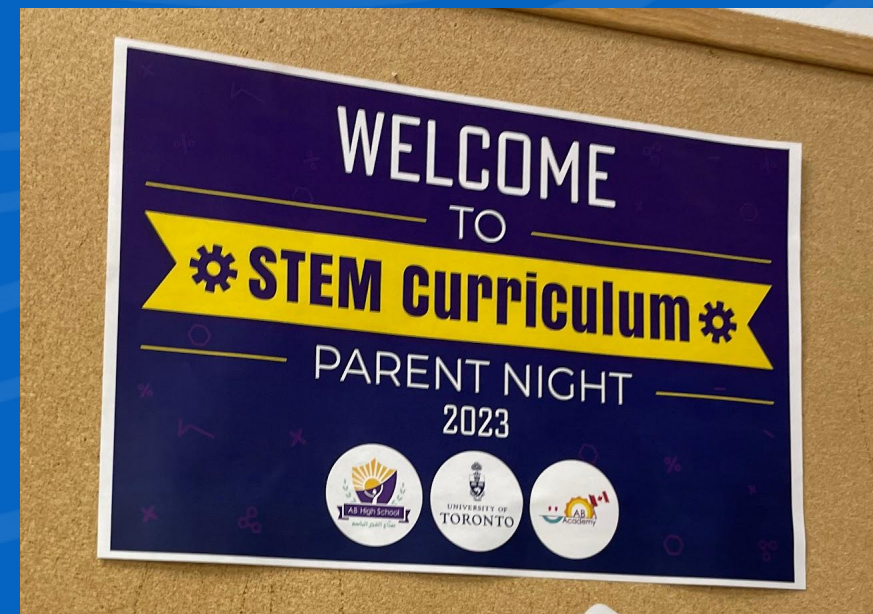
#thanks @DaniaW1 & team for sharing your work and insights of the similarities & differences that relate to learning math in different languages
#escapeproject #multilingual
#plurilingual pedagogy #OAME2023
@OAMElearns
@WCDSBLearns

5:26 PM · Apr 28, 2023 · 743 Views

Connecting with Families



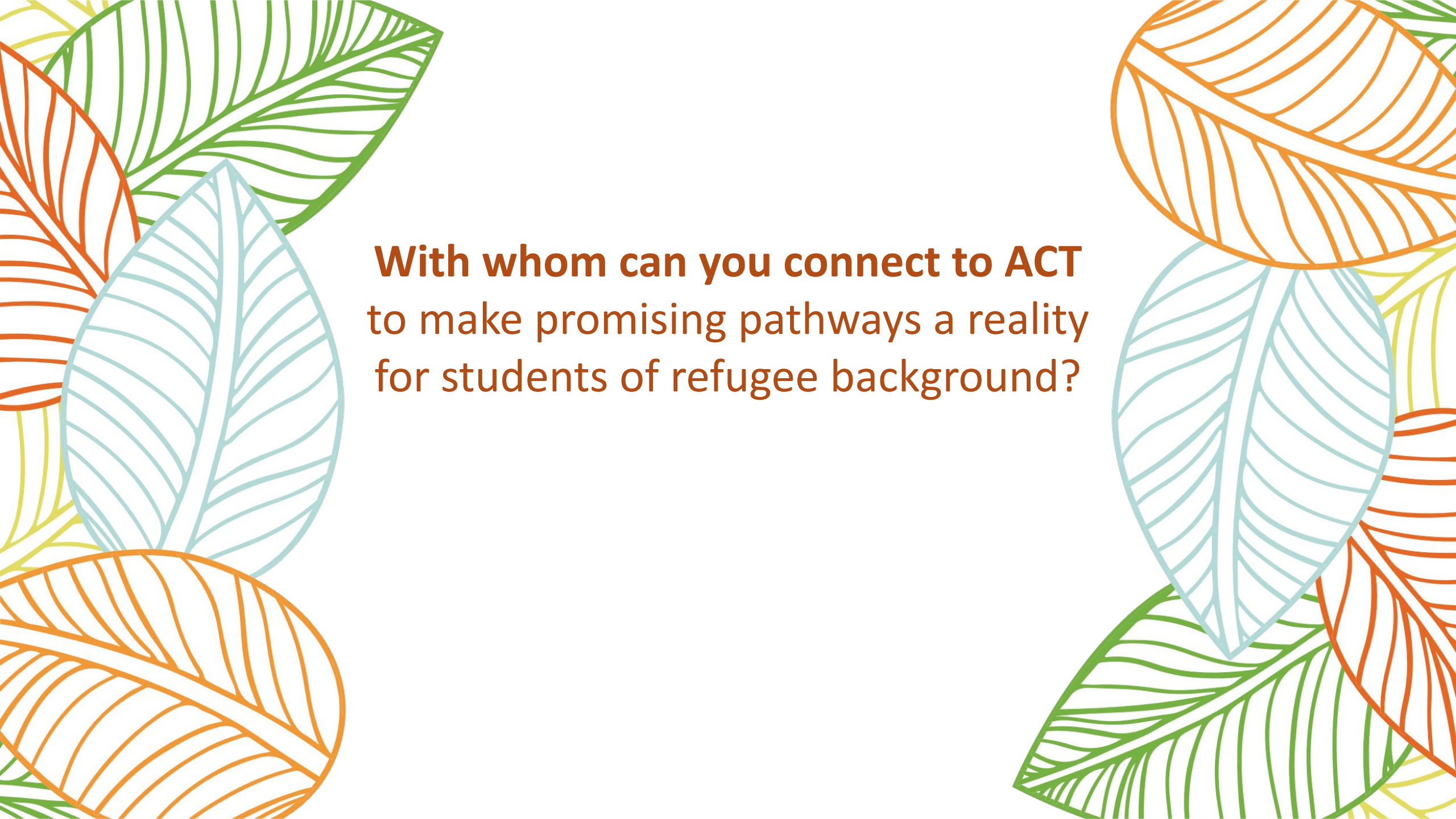
Sharing Community voices and experiences with current educators and teacher



Mentoring Youth

The background features several stylized leaves with detailed vein patterns. The leaves are rendered in three colors: green, orange, and light blue. They are arranged in a layered, overlapping fashion, with some leaves appearing in the foreground and others behind them. The overall style is clean and modern, with a focus on natural motifs.

Antoinette & Emmanuelle Respond

The background features several stylized leaves in various colors: green, orange, and light blue. The leaves are outlined with thin lines and have a central vein with smaller veins branching off. They are arranged in a way that some overlap others, creating a sense of depth. The colors are vibrant and the overall style is clean and modern.

With whom can you connect to ACT
to make promising pathways a reality
for students of refugee background?

Communities for Action



Canadian Council
for Refugees
Conseil canadien
pour les réfugiés

Youth Network ^

Latest news

Core Team

What We Stand For

Scholarship Program

Youth Action Gathering

Past Projects ^

Three-Year Wrap Up

Talk to Action

NYCE Project

Myth Busting
Cartoons

Speak Up

CCR Youth
PhotoVoice

Resources

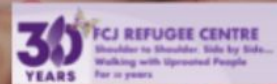
Get Involved

Contact Us

CCR Youth Network

Want to be sure you won't miss anything?

[Sign up to our mailing list](#)



SETTLEMENT & INTEGRATION

- Shelter for women & kids
- Refugee Housing Hub
- Women's services
- Food distribution
- English Classes
- Clinic
- Youth
- Access to Education

IMMIGRATION SUPPORT

- Refugee process
- Immigration orientation
- PRRA (risk assessment)
- Refugee appeal
- H&C (Humanitarian & Compassionate App.)
- Sponsorship
- Work permit
- Etc.



ANTI-HUMAN TRAFFICKING

- Migrants Workers Mobile Clinic
- Direct services to trafficked persons
- Migrant Women's Counter Trafficking Alliance
- Youth Alliance Against HT

PUBLIC EDUCATION & NETWORKING

- Webinars & training sessions
- Borderless Voices podcast
- YouTube chanel
- Resources
- Country research
- Newsletter & annual reports

FCJ
REFUGEE
CENTRE

- ☎ 416-469-9754
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- ✉ info@fcjrefugeecentre.org
- 🌐 fcjrefugeecentre.org
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WWW.FCJREFUGEECENTRE.ORG

Communities for Action



SETTLEMENT SERVICES

- ▶ SETTLEMENT SERVICES
- ▶ YOUTH PROGRAMS
- ▶ GLOBAL CONNECTIONS
- ▶ LET'S TALK NOT HIDE
- ▶ WOMEN & FAMILY SUPPORT SERVICES
- ▶ SENIORS' PROGRAMS
- ▶ MENTAL HEALTH & WELLNESS
- ▶ REFUGEE SERVICES
- ▶ COMMUNITY CONNECTIONS
- ▶ EMPLOYMENT SERVICES
- ▶ ENGLISH LANGUAGE CLASSES

Youth Programs

The AWO youth program is mandated to assist youth in all aspects of adaption and integration into Canadian society through culturally-competent and linguistically appropriate services and programs. We provide services that are innovative and responsive to newcomer youth needs. Our program works to engage youth and provide services that are creative and welcoming.

- The AWO Youth Program serves all Afghan Youth ages 14-29 that live in Toronto and peel region
- We work in collaboration with families, and other organizations to address the needs of newcomer youth

Program Goals & Values

- To help youth cope with culture shock and integration
- To minimize the multiple barriers that newcomer youth face in the Canadian society
- To reach out to youth at risk and hard to reach newcomer youth
- To provide supportive and solution-focused counselling to newcomer youth.
- To decrease social isolation and marginalization of youth by encouraging them to participate in the wider community
- To encourage youth to learn about the essence of their culture, language, and heritage
- To assist youth to take on leadership roles and develop the essential skills to take leadership roles

Our Services For Youth

- Settlement services
- Counselling
- Skills development workshops
- Anger Management & Conflict resolution Sessions
- Mentorship
- Social and recreational events
- Drop-in sessions
- Volunteer opportunities for community hours

Homework Club

The term "Homework Club" refers to many different kinds of volunteer-based, outside the classroom homework support for students. Afghan Women's Organization runs a Homework Club for kids in two different locations Toronto and Mississauga by our dedicated volunteers. The program goal is to assist newcomer children with their homework to achieve higher marks for related subjects and gain better credits.



Home » Programs » Refugee Settlement Support Project

Refugee Settlement Support Project

Through research, outreach, resource development and training, the Refugee Settlement Support Project aims to address gaps and challenges faced by service providers and refugee sponsors in relation to working together to better meet the needs of sponsored refugees.

Funded by Immigration, Refugees and Citizenship Canada (IRCC) and carried out by OCASI - Ontario Council of Agencies Serving Immigrants, the first phase of the project identified challenges and opportunities related to the resettlement of Syrian refugees to Ontario.

Based on findings and recommendations from focus groups, interviews and surveys with service providers, OCASI set out to address some of the identified gaps by developing a [resource library for service providers](#), organizing webinars and holding roundtable discussions on collaborating with service providers and refugee sponsorship groups across Ontario.

Communities for Action

CentralEasthealthline.ca

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HEALTH SERVICES | HEALTH CAREERS | HEALTH NEWS | HEALTH EVENTS | HEALTH RESOURCE

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Updated September 28, 2022
Suggest an Update

Find Similar Services
Immigrant, Newcomer, and Refugee Services

Organization:	Armenian Family Support Services
Phone Numbers:	416-431-5549
Fax:	416-431-0269
Email:	contactus@afsstoronto.ca
Website:	www.afsstoronto.ca
Address:	Holy Trinity Armenian Church 920 Progress Ave Toronto, ON M1G 3T5

Map



CUIAS
Immigrant Services
Канадсько-Українська Імміграційна Служба

CUIAS Immigrant Services

4.1K likes • 6K followers

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<https://www.facebook.com/cuiasorg/>

Intro

CUIAS Immigrant Services is a non-profit community organization, providing settlement assistance to

Page · Nonprofit organization

2383 Bloor St. W, Toronto, ON, Canada, Ontario



CUIAS Immigrant Services

May 19 at 9:39 AM · 🌐

Women In Aerospace Canada Program

The Government of Canada, the Government of Ontario and their partners are in the process of launching various programs to support immigrants from Ukraine, Afghanistan and other countries with job related mentorship, training, placement and other initiatives. One such program is "Welcoming Immigrant Women to Aerospace".

Registration: <https://www.utimus.com/signupnew>



Final Interlude

**Connecting with the
Audience Regarding Their
Commitment to Action**

Questions, Comments, Connections

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