

Refugee and Seekers of Asylum Education in Ireland Funds of Knowledge and a Strengths-Based Approach

ANNIE ASGARD

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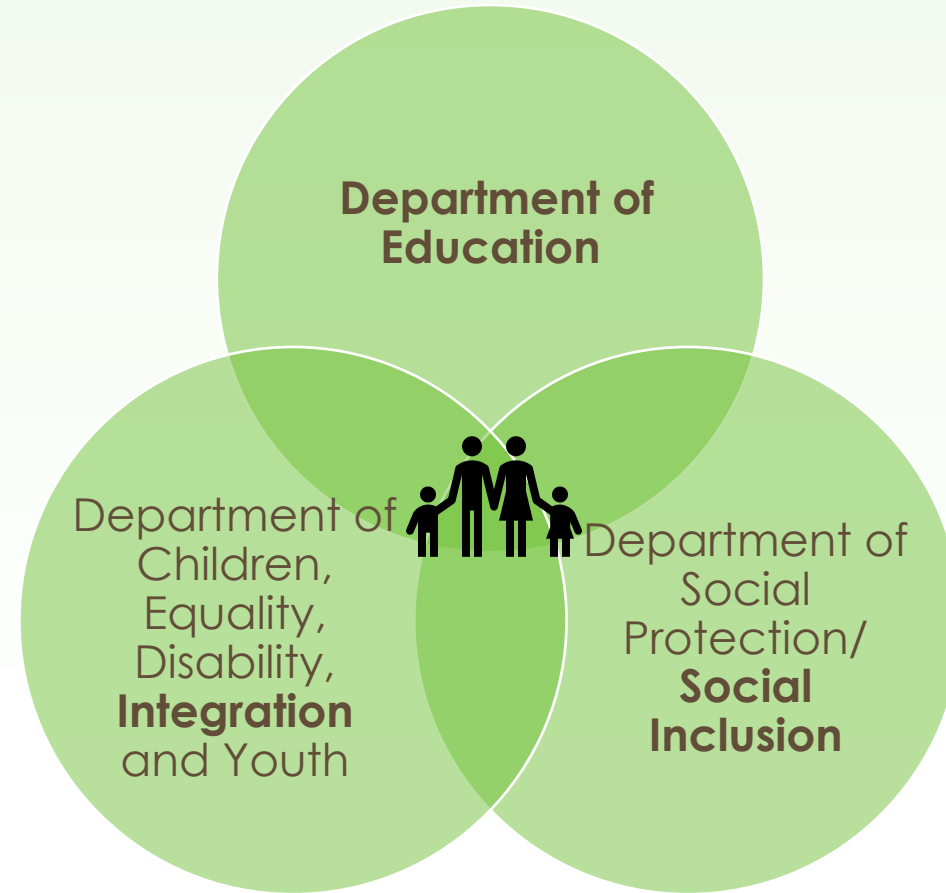
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Overview of this presentation

- Introduction to speaker
- Why this session?
- Systems and structures within the Irish context
- Funds of Knowledge (Moll, 1992), Funds of Identity (x), Funds of
- Cultural and Linguistic Identity and its formation (Cummins,)
- Values within the Irish Education system
- Sense of Belonging and Wellbeing as a priority in the Irish education system
- 'Problematising' migration within the Irish system
- The 'deficit model' of English language support in schools vs. developing a plurilingual environment
- Practical solutions for schools embedded in international research

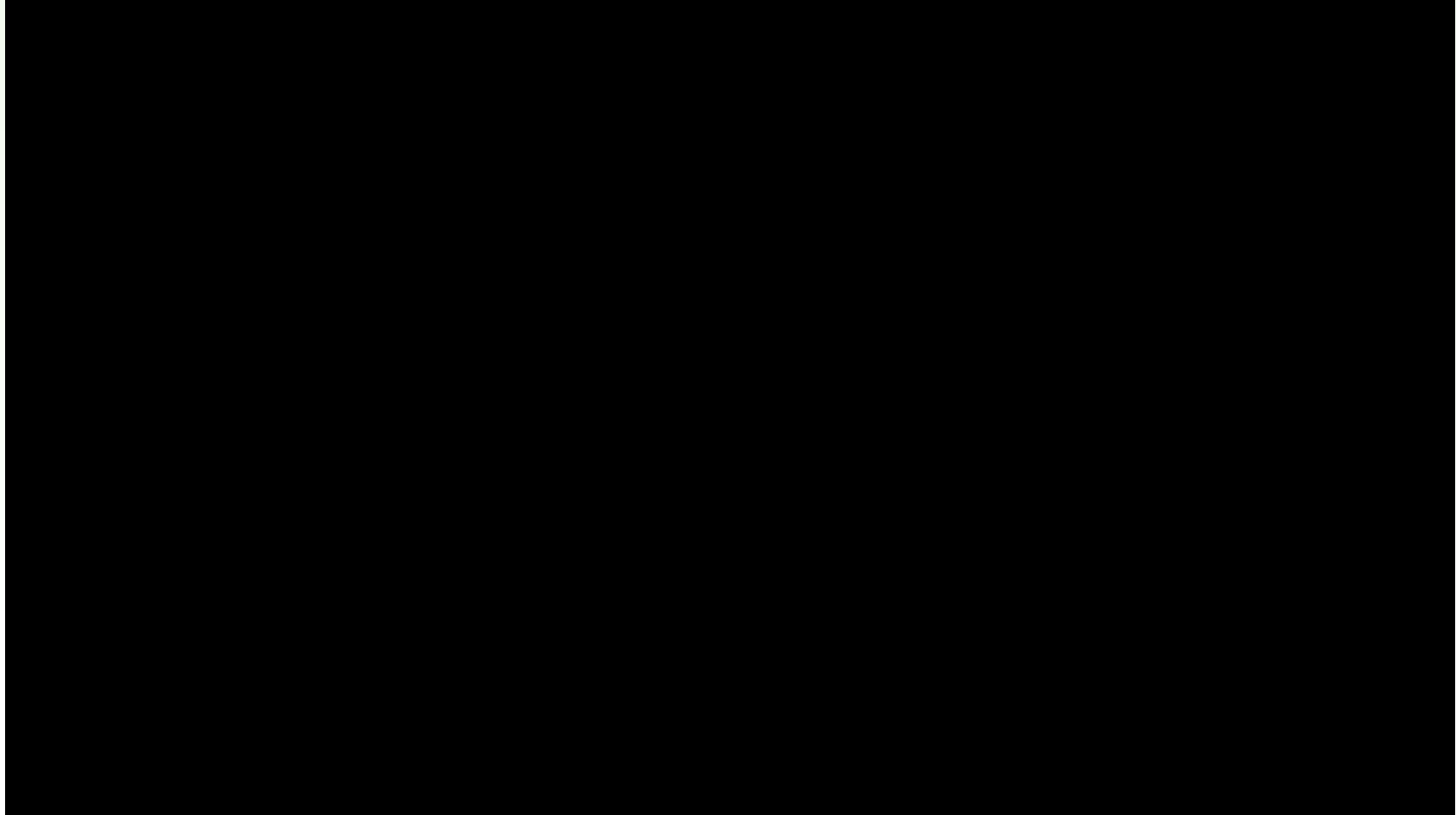
Systems and Structures in Irish Education in the Irish context

Migrant
Integration
Strategy
(Education p 25-26)



The Migrant
Integration Strategy
2017-2020 Draft
Progress Report to
Government

Children's Voices – the reason why we are educators



**Voices in the
Dark – Children
on the Run**
Film Clip (4:24)
UNHCR

Looking at our mindset ...

Deficit Based Approach

A student and their family are seen as:

- a burden on already stretched resources.
- having “poor English” or “no language.”
- cannot “engage with the curriculum”
- “not my problem” – go to the EAL room or SET/EAL or SEN teacher
- “Parents aren’t engaging with the school community”

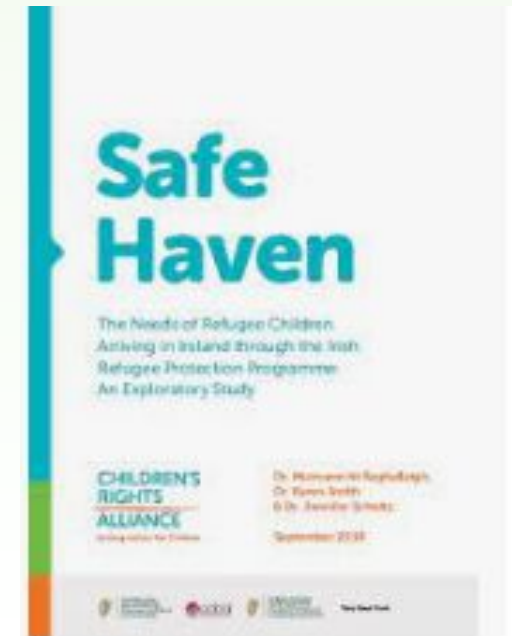
Asset or Strengths Based Approach

A student’s Funds of Knowledge* can be described as:

- academic and personal background knowledge,
- accumulated life experiences,
- skills and knowledge used to navigate everyday social contexts, and
- world views structured by broader historically and politically influenced social forces

*Gonzalez, Moll, and Amanti (2005)

The Needs of Refugee Children Arriving in Ireland through the Irish Refugee Protection Programme: An Exploratory Study



**CHILDREN'S
RIGHTS
ALLIANCE**
Uniting Voices For Children

**Dr. Muireann Ni Raghallaigh,
Dr. Karen Smith
& Dr. Jennifer Scholtz**

September 2019

The Needs of Refugee Children Arriving in Ireland through the Irish Refugee Protection Programme: An Exploratory Study



FROM STUDENTS

“I like to read books
but the [school]
library doesn’t have
any Arabic books. The
town library has
Arabic books but only
for small children.”

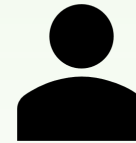
The Needs of Refugee Children Arriving in Ireland through the Irish Refugee Protection Programme: An Exploratory Study



FROM TEACHERS



FROM A RESETTLEMENT
WORKER



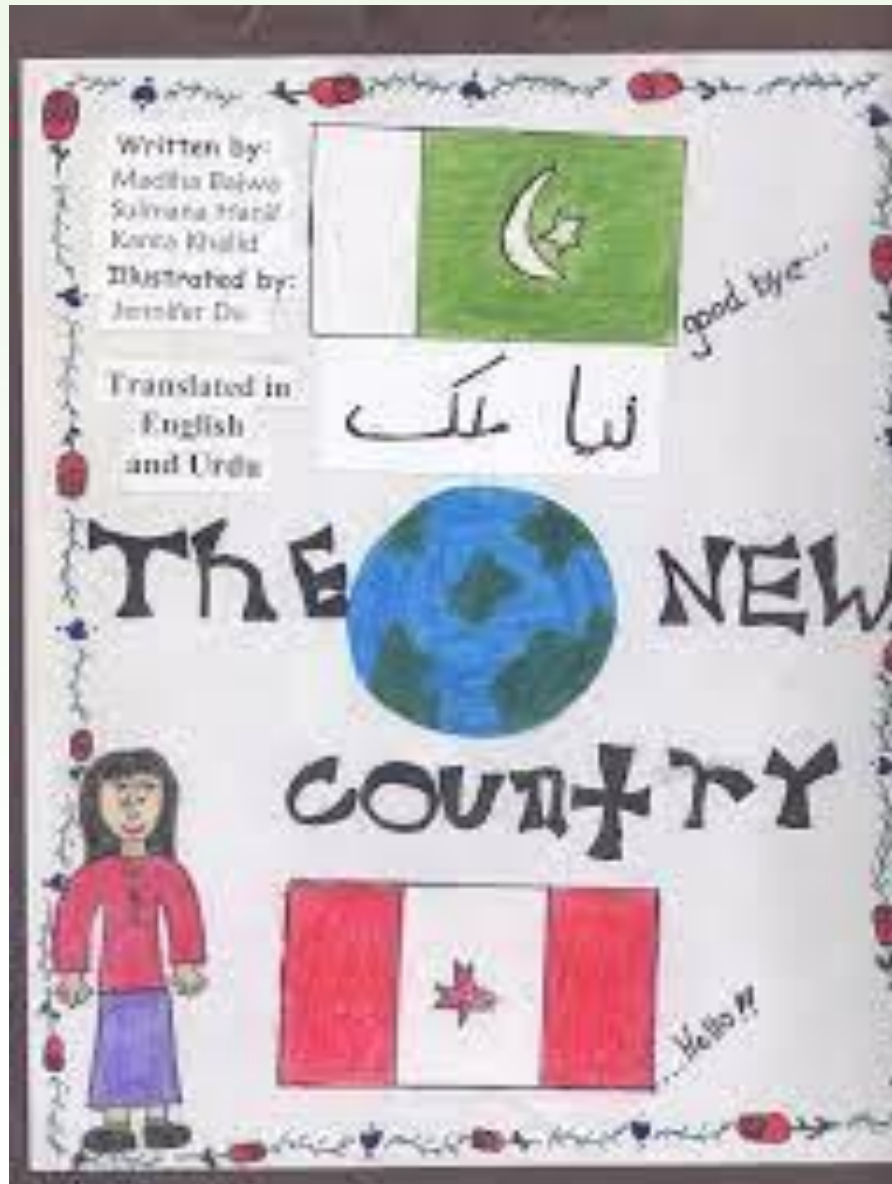
“These children [have] different manner, different culture. And at that time all most of them didn't have any English...sometimes they do small things but the teacher understand it as something rude...But sometimes in my culture it's not rude”

The Needs of Refugee Children Arriving in Ireland through the Irish Refugee Protection Programme: An Exploratory Study



FROM SCHOOLS

“...people just assume that young people, teenagers, would already have [those skills] ...—like, for example, copying something off the board; that they would know how to copy things, how to organise their classwork, you know, that they need to number things. ... They’re small things but they end up being quite important because they can lead to frustration on the part of the young person or on the side of the teacher sometimes”.



Identity Texts Jim Cummins

These can be
Collaborative
and
Multilingual

In English/Gaeilge
and Home
Language/s

Writing and Sharing in a Refugee Camp

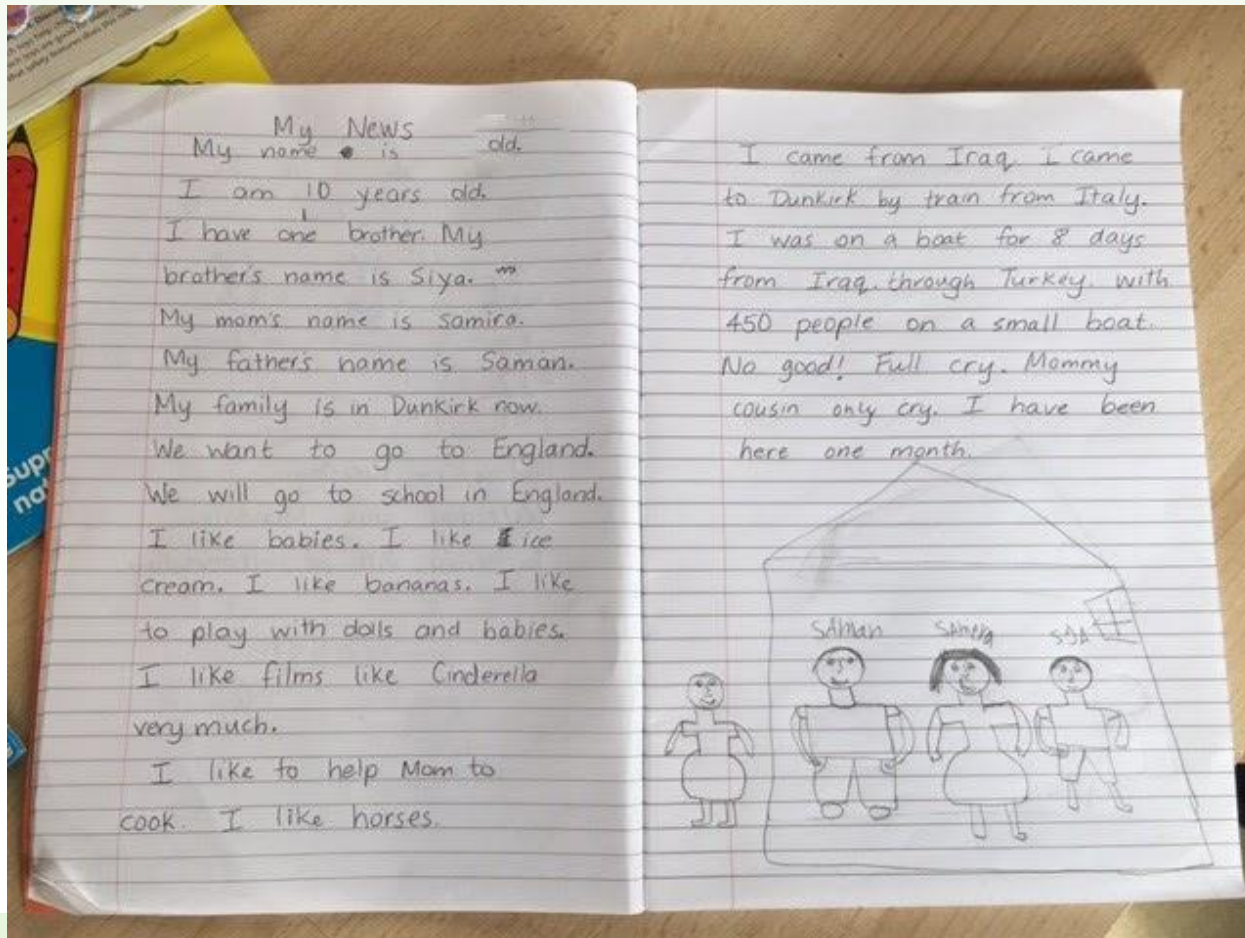


Taking time to get to know each child as an individual

Being your authentic self and building mutual trust

Starting where they are and valourising their home and acquired languages and cultures

Giving Space Trauma – Responsive Practice



I come from Iraq.
I come to Dunkirk from Italy.
I was on a boat for 8 days from
Iraq through Turkey with 450
people on a small boat.

No good! Full cry.

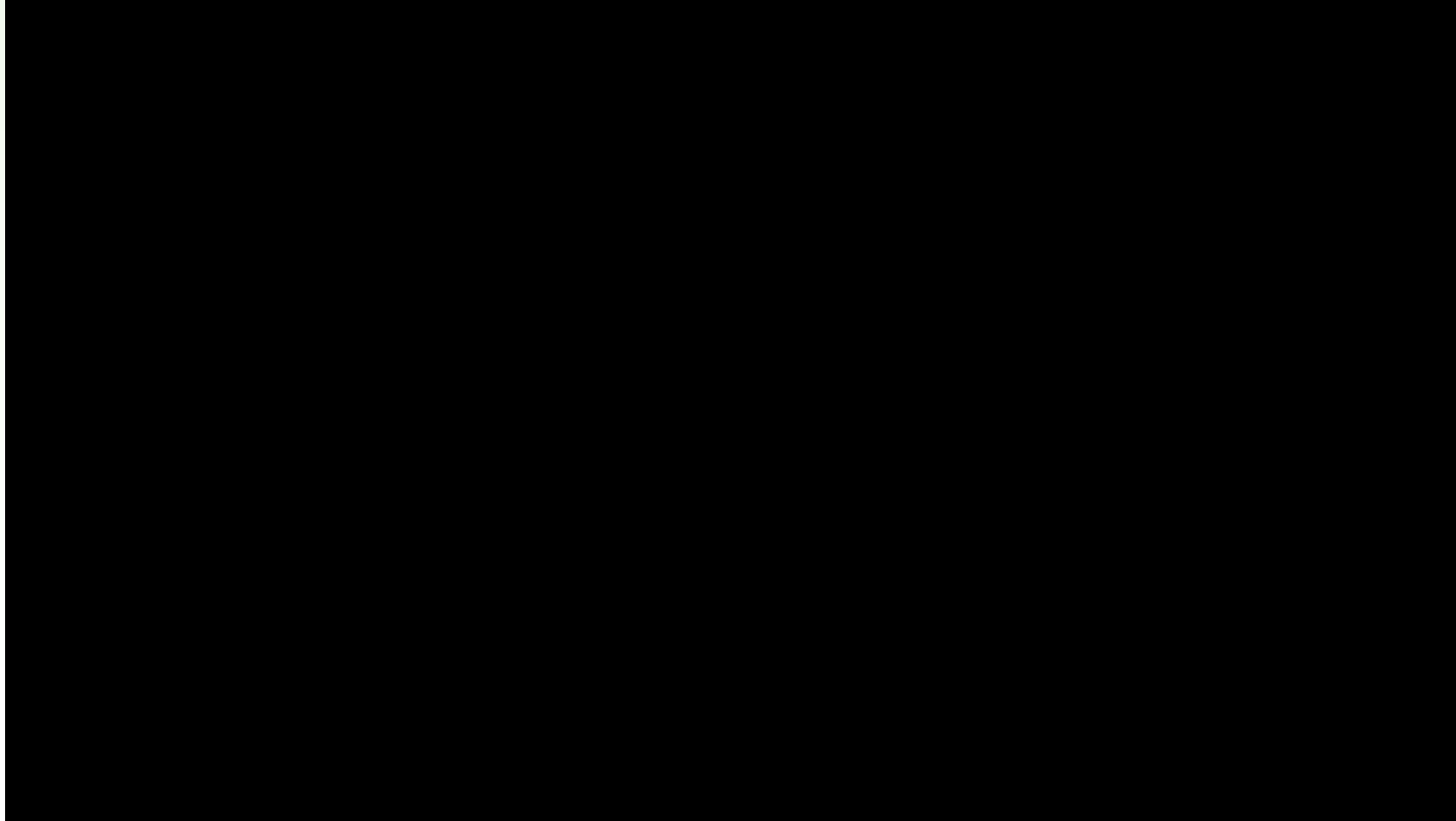
Mommy cousin only cry.

I have been here one month.

Collaborating with children, young people and families making Multilingual Teaching Resources



Children's Voices – the reason why we are educators



Direct Division

Film Clip

(1:14)

Ombudsman
For Children

Authentic Cultural Experiences engaging Irish culture and the culture of all the members of our community





Authentic Cultural Experiences engaging Irish culture and the culture of all the members of our community

Zak Moradi, Kurdish-Iranian Leitrim GAA Hurling team and his Team Captain Declan visited our school.

STAND IN SOLIDARITY WITH THE PEOPLE OF IRAN



Thank you.

سپاسگزارم

(Sepaz gozaram)