



LISTEN TO THEM

Final Report
of the Project

**SUPPORTING REFUGEE AND
ASYLUM-SEEKING CHILDREN
AT SCHOOL**

funded by the European Refugee Fund of the EC

Jan Baan, Project Manager
Pharos, Utrecht
The Netherlands
February 2007

The World Unites

Our families come from many different countries.

Poland

Scotland

The title 'Listen to them' is a statement from one of the children who participated in the programme 'The World United' at one of the two primary schools in Cardiff, Wales, where the programme was tested.

This statement was a response to the question to participating children: 'What could we do to help other children like you who arrive at the school?' (The full answer was: 'Listen to them and learn about their language').

'Listen to them' goes to the heart of the programme, because children often feel unheard concerning the problems they have faced and still have to face and therefore feel not understood. The Pharos programmes offer children the opportunity to express their needs and stress.



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feelings.
ying.
something

COLOPHON



This project has received funding from the European Commission.

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The photograph on page 2 is from a PowerPoint® presentation from a primary school in Edinburgh, Scotland.

This project was carried out by Pharos Refugees and Health Knowledge Centre, Utrecht, The Netherlands, with the cooperation of Alice-Salomon Fachhochschule, Berlin, Germany; Associazione Frantz Fanon, Turin, Italy; Omega Gesundheitsstelle, Graz, Austria; Gunnared District, Angered, Gothenburg, Sweden and Manchester City Council, D&I team, Manchester, United Kingdom.

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Utrecht, February 2007

CONTENTS

Preface

1. Previous history and outline of the project p. 7
2. Education systems for refugee and asylum-seeking children in Sweden, Italy, United Kingdom, Germany, Austria and The Netherlands for refugee and asylum seeking children p. 10
3. Success and impeding factors for implementation p. 21
4. Results of the project p. 24
5. Plans for follow-up p. 26

References

PREFACE

Hundreds of thousands of asylum seekers and refugees in Europe are vulnerable to stress factors. About one third of this group are children. Most of them have gone through a series of extremely stressful periods. Persecution and violence of war in the country of origin, bad economic life circumstances, leaving home, stays in camps and countries of passage, a frightening and risky flight, unsafe and insecure living circumstances in the host land. This stress threatens the asylum-seeking and refugee child's health. More than a quarter of them have significant psychological disturbances. Many have sleep problems and/or behavioural problems. Unaccompanied minors are at great risk of developing post traumatic stress reactions. They have often gone through many stressful life events. Experiences of sexual violence are not uncommon. As refugee children have access to only limited clinical services, this means they have large unmet mental health needs that need to be tackled. Their problems seriously hinder their development and therefore their integration process. If help is not provided, this will lead to a handicapped generation.

School plays a very important role in the life of refugee and asylum-seeking children.

Most asylum-seeking and refugee children like very much attending school. Reinforcing school's natural healing possibilities gives very positive results. Teachers can be a crucial resource for culturally diverse students who are grappling with concerns related to cultural adjustment and mental health. Because children spend most of their day at school, teachers can observe the needs of the children. They are aware of the social-emotional problems, although at the same time they often do not observe the intrusive, more hidden, serious psychological problems. In general they are very concerned about the children's health and welfare, but they feel very unsure about how to react. All these factors make school a place where refugee children can recover their disturbed balance in a natural way. This fact, however, is sometimes not sufficient for children who have lived in lengthy stressful situations.

Specific social-emotional support should be one of the tasks of the school. The combination of being safe and familiar on the one hand and demanding and confronting on the other, makes school pre-eminently suitable for supporting and preventive projects for refugee children.

This project is based on experiences in the Netherlands in running school programmes specially designed to give social-emotional support to refugee and asylum-seeking children at school. These programmes have been developed by Pharos Refugees and Health Knowledge Centre. Because of the positive effects on children – and also on teachers – which have been demonstrated in large-scale research studies, there appeared to be great interest in these programmes in other countries. With financial support from the European Refugee Fund of the EC we were able to carry out a project aimed at finding out if these Pharos programmes could be successfully implemented at schools in other European countries.

Using European networks of Utrecht University and Pharos we were able to identify partner organizations in five European countries who were willing to coordinate the dissemination of the Pharos programmes in their country. The project started in July 2005 and ran until December 2006.

This final report describes the outline of the project, the national education systems for refugee and asylum-seeking children, the work done by national expert groups, the success and impeding factors for implementation, the results with regard to materials used, effects on children and teachers, and finally the plans for follow-up.

The project management lay with Pharos, supported by the advisors from Utrecht University. Carrying out the project was a rather complex and intensive task for the partner organizations coordinating the national activities. The Pharos programmes had to be translated from English into the national languages and to be adapted to fit into the national education system. Expert groups had to be formed to supervise that work and to assess quality of the final product. Moreover, educational authorities and organizations and schools had to be persuaded to commit resources to the project. Schools and teachers had to be recruited to try out the programmes and process evaluation was necessary to monitor the performances. National conferences had to be organized to evaluate the outcomes of the project. Lastly, each partner organization had to describe the process and outcomes in a final national report.

All partner organizations have succeeded in fulfilling their tasks. I would like to thank the following persons and their staff for their efforts and enthusiasm, without which the project could not have been successful.

Jenny Patterson, Shoma Kanhai and Joe Flynn from Manchester City Council, Manchester, United Kingdom;
Gert Wagner and Anne-Marie Miörner-Wagner from Omega Gesundheitsstelle, Graz, Austria;
Ingrid Kollak and Shannon Pfohmann from Alice-Salomon Fachhochschule, Berlin, Germany;
Roberto Beneduce and Simona Taliani from Associazione Frantz Fanon, Turin, Italy;
Gilda Kästen-Ebeling, Eva Andersson Berglund and Laura Ruz Haglöf from Gunnared District Committee, Angered, Gothenburg, Sweden.

Furthermore I like to thank all the teachers, psychologists and pedagogues at schools in Graz, Berlin, Bochum, Turin, Gothenburg, Manchester, Blackburn, Cardiff and Edinburgh who carried out the Pharos programmes, some of whom presented their experiences with enthusiasm at national conferences or at the final international conference in the Netherlands. Finally, I am grateful for the help from David Ingleby of the Utrecht University for doing the final English grammatical corrections.

I hope that the commitment of all these people and organizations will lead to the continuation and extension of the Pharos programmes to other schools and cities, as well as to other European countries, for the benefit of the well-being of refugee children.

Jan Baan
Pharos
February 2007

1. PREVIOUS HISTORY AND OUTLINE OF THE PROJECT

State of health of refugee and asylum-seeking children

Most refugees and asylum seekers have gone through a series of extremely stressful periods. Most have experienced persecution and organised violence in the country of origin, bad economic life circumstances, leaving home, stays in camps and countries of passage, a frightening and risky flight and/or unsafe and insecure living circumstances in the host land. This stress threatens the asylum-seeking and refugee child's health. Children living in asylum seeker reception centres have a lot of health complaints. Their level of well-being lies below the welfare level of contemporary Dutch peers (Hullegie & van Ravenswaay, 1999). 53.9% of the children suffer from psychological problems, 30.5% have sleep problems, 27.3% have behavioural problems (Sokal, 2001).

Not only asylum-seeking children in reception centers suffer from these problems. Recent English research reports that "More than a quarter of refugee children had significant psychological disturbance - greater than in both control groups and three times the national average. These refugee children show particular difficulties in emotional symptoms (M. Fazel, E. Stein, 2003). Researches on 311 Danish refugee children from the Middle East mention that two-thirds of them were assessed as clinically anxious (Montgomery, 1998)

This stress threatens the asylum-seeking and refugee child's health. Refugee and asylum-seeking adolescents appear to have wide-ranging, but especially psychological, problems (Vervuurt & Klein, 1997). They report headaches, loneliness and sleep disturbances. Compared to Dutch children there were more suicidal thoughts and suicide attempts. In a study on the effects of traumatic stress on immigrant and refugee adolescents, Bean (2000) found that unaccompanied minors seem to be at a greater risk for developing post traumatic stress reactions than any other group. Unaccompanied minors report more than 3 stressful life events. They often had experiences of sexual violence (Rots de Vries, 2002)

Healing potential of schools

As refugee children have access to only limited clinical services, these findings raise considerable concern that refugee children have large unmet mental health needs that need to be tackled. Because children spend most of their day at school, teachers are well placed to observe the needs of the children. Teachers can be a crucial resource to their culturally diverse students who are grappling with concerns related to cultural adjustment and mental health. They are aware of the social-emotional problems, although at the same time they often do not observe more hidden psychological problems, which may be serious. In general they are very concerned about the children's health and welfare, but they feel very uncertain about how to react. Mental health services and education support organisations should support these schools intensively. Training and special programmes should be offered.

The Pharos school programmes

Since 1993 Pharos has developed a number of school programmes for refugee and asylum-seeking children and youth, both in primary and secondary education. The overall aim is reduction of social-emotional problems and reinforcement of children's intrapersonal strength. In addition, trainings for teachers have been developed to improve teachers' competence in supporting these pupils in the classroom setting. Most successful turned out to be *The World United* and *Welcome to School*: the effectiveness of these programmes has been demonstrated in large-scale effect studies.

The World United is a programme for asylum-seeking and refugee children in the age group 10 - 12 years. It aims to strengthen the competence of the children in aspects such as self-esteem, coping skills, social skills and behavioural adjustment. Necessary conditions for the programme are a safe and familiar atmosphere in which children feel free to express themselves and their feelings. The programme consists of eight weekly sessions of about one hour and a half. The topics are: Me, My school, My home, My family, Celebrating days, Friendship, Play and Games and Me, You and We. Every session begins and ends with *The World United* song. During the sessions the children make their own ME-book; a kind of diary in which they can write about themselves and collect the creations they have made during the sessions.

Welcome to School can be used in a classroom setting for groups of 'new arrivals': asylum-seeking, refugee and migrant youngsters. The aims of this series of 21 lessons are improving well-being and preventing psychosocial problems. The guiding principle of *Welcome to School* is building bridges between the past, the present and the future. Classmates become companions and learn how to support each other. Themes for group discussions are: Getting acquainted, Where do I come from, My school, Who are we, Important days, Living in the Netherlands, Important people, Friendship, Being in love and marrying, Leisure time, Feeling excluded, On the road to the future, etc.

International exchange of Good Practice in Mental Health and Social Care for Refugees and Asylum Seekers

In 2002-2003 an international exchange project was carried out as a good practice study in the UK, the Netherlands, Spain & Portugal. The study on the UK and the Netherlands was implemented by University of Kent and Utrecht University. This project was financed by the European Refugee Fund. Topics investigated included: Needs of refugees and asylum seekers, Entitlement to care, Accessibility of care and Quality of care.

One of the components of this project was to explore the possibilities of transferring Pharos school programmes to England. EMAS staff from Manchester City Council were interested in starting these programmes. Delegates from Manchester City Council visited the Netherlands to observe the performance of the programmes and Pharos staff visited Manchester in order to inform local educational authorities. Plans were developed for trying out the programme *Welcome to School* in Manchester. Manchester City Council translated the programme in English and started the programme in schools in Manchester.

Project 'Supporting Refugee and Asylum-seeking Children in School'

In 2004 the European Refugee Fund offered financial opportunities for starting projects regarding capacity building under the action: transnational actions submitted by NGOs. Pharos in collaboration with Utrecht University saw opportunities for extending the Pharos school programmes beyond the UK but to other European countries.

Pharos ensured the collaboration with Manchester City Council and together with Utrecht University identified four other possible partners in Sweden, Italy, Germany and Austria. The following organizations commitment themselves to the project in a Declaration of intent to participate:

- Pharos (project management) The Netherlands
- Utrecht University (scientific advice), The Netherlands
- Alice-Salomon-Fachhochschule, Berlin, Germany
- Gunnared District Committee, Angered, Gothenburg, Sweden
- Manchester Council City, Manchester, United Kingdom
- Omega Gesundheitsstelle, Graz, Austria
- Associazione Frantz Fanon, Torino, Italy

The grant was awarded by the European Refugee Fund of the European Commission in 2005 and the formal start of the project was agreed with ERF on the 1st of July 2005, because the time schedule had to be adjusted to the dates of school terms.

Aims of the project according to the ERF application were:

To further communication and cooperation on the development, adapting and improvement of school-based interventions for asylum-seeking and refugee children. Establishing an international network, organizing expert meetings at national level and evaluating conferences, both national and international. Detailed plans for future national implementation. Publishing and disseminating a manual.

Outline of the project

The planned activities of the project were as follows.

On **July 17th 2005**: A first meeting with all partners in Utrecht, the Netherlands, to get acquainted with each other and discuss the project and the work plan. Throughout the project, the contact persons and the coordinating team in Utrecht will keep closely in touch with each other. Pharos staff visits twice the partner organizations in the course of the project.

Welcome to School has already been translated into English. Pharos will adapt *The World United* for international use and translate it into English. The translation is ready in **September 2005**. The partners will get these translations.

First task of the contact persons in each country is to make a short description of the place of refugee and asylum-seeking children in the national education system, as well as the role of health organisations and welfare services in looking after their well-being, and send this description to Pharos and the other partners.

The second task is to identify a group of professionals and experts in each country to be invited to the first Expert Meeting in **October/November 2005**. Two of these meetings can be organized, one for primary education and one for secondary, or they can be combined. This Expert Meeting is aimed to discuss the best strategies for implementing the Pharos programmes in each country and the adaptations which will have to be made. A working group is formed to carry the work forward. The next step is translating the adapted programmes into Swedish, German and Italian.

December 2005 – February 2006: Adaptation of the translated programmes to local needs. Looking for suitable schools where pilots can be carried out.

March – July 2006: Trying out the translated and adapted programmes at selected schools.

August – October 2006: Conferences to be held in each country to discuss and evaluate the results from the pilot studies and examine how the work can be taken further.

November 2006 A final international conference in Utrecht to discuss the results of the project and carry forward the idea of school-based interventions for refugee children.

2. EDUCATION SYSTEMS IN SWEDEN, ITALY, UNITED KINGDOM, GERMANY, AUSTRIA AND THE NETHERLANDS FOR REFUGEE AND ASYLUM-SEEKING CHILDREN

This chapter describes how education systems are structured in Sweden, Austria, Germany, Italy, The Netherlands and the UK and how refugee and asylum-seeking and other newly arrived children are introduced in education. In the boxes we reproduce the short description given by partner organizations at the first international meeting.

Austria

Unaccompanied minors are housed by NGO's in special places. In the Graz county are 2 reception centres. People stay there for less than 2 weeks.

Every county in Austria has its own policy concerning asylum seekers. In general there is little support. One regional care provider is available for about 176 refugees. Many of the asylum seekers are from the Chechen Republic.

Education: children are put in their age classes in mainstream schools. Some schools have 75% of refugee children. There are no welcoming or introduction courses. Many problems are seen in the children, like anger.

Bottlenecks are that teachers are tired and a lack of money. Priority will be given in developing networks to exchange good practices.

Graz is closely cooperating with new member states like Slovenia. In Slovenia there are a lot of asylum seekers. Slovenian teachers are involved. It is considered as a good time now for new initiatives.

Every year a total of about 20.000 asylum seekers come to Austria. They are sent to the reception centres in Traiskirchen and Thalham, where they are registered. After that the asylum seekers are transferred to one of the nine provinces of Austria, according to the quotas negotiated between the federal government and the provincial governments. The asylum seekers are housed in refugee shelters and are further cared for by NGO's. In the province of Styria there are about 3400 asylum seekers and refugees, among them 1200 – 1300 children under the age of 18.

School regulations

All schools in Austria have the obligation to accept children living in their community who have not yet completed compulsory schooling, regardless of their legal status. Actually it depends on the goodwill of the headmasters whether or not they are willing to accept and welcome those children in their schools. In Graz the situation is that some schools in disadvantaged districts are attended by a majority of children with a non-German mother tongue, while other schools have hardly any non-Austrian pupils.

There is no legal right to place a child in Kindergarten or pre-school. Those schools are not free of charge. Refugee families do not usually have the means to pay fees for nursery schools. It depends on the municipalities and their regulations whether or not those children can attend such schools.

Compulsory schooling up to secondary schools

The Austrian school system starts with 4 years of primary school. After that the pupils are divided in those who go on to a secondary school for another 4 years and those who continue in internship period for one year. After following eight years of education, adolescents have the option of starting to work, further vocational training or further schooling in one of the high schools. At high school they can graduate after 8 years and can access university. Children are required to follow at least 9 years of education in Austria. A child has to go to school until the age of 16, regardless the amount of years of education.

There are no separate schools for refugee children. They attend the same school as Austrians. Officially they are placed in the grades corresponding to their age group, although they are usually downgraded one year in order to facilitate their integration process. The first year they attend school as 'external' pupils, which means that they do not get any grades on their report cards, although their attendance is certified. The integration process is supported by teachers who are trained in intercultural teaching methods and who are experienced in working with children from different cultural settings. For 'external' pupils there is a time frame of 0.8 hours a week for additional language training. Once a child is promoted to be a 'regular' pupil, the time spent learning Austrian is reduced to 0.15 hours a week.

Integration methods and resources are mainly taken advantage of in Graz, the capital of Styria. Schools in rural areas often do not have these resources. Another problem for schools in rural areas is the language barrier between teachers and parents. There are no state or private sponsored interpreters.

High school and university

In theory, high schools are open to all youth and free of charge. However, most children with an immigrant background find it difficult to attend high school. This is mainly due to the fact that their families do not have the financial means to support their further education in expensive schools. Unaccompanied minors can not attend those schools without sponsorship by an individual or an organization. The same is true at university level. The fee for studying is twice as high for non-Austrian students and they do not have access to Austrian scholarship programmes.

Provisions and regulations for unaccompanied minors

Male unaccompanied minors who apply for asylum are sent to Graz from the two big reception centres, on average 100 per year. In the project 'Welcome' they pass through an introductory phase of three months. During this time they are taught the basics of the German language and are familiarised with the Austrian culture, infrastructure and social system. The classes are held in their shelter three times a week for three hours per day. On average, about 15 percent of the unaccompanied minors are illiterate or have an education solely built around the Koran and their religious beliefs. Unaccompanied minors with a sound educational basis in their mother tongue have the possibility to attend public schools during the screening phase or change to a public school afterwards. ISOP (an NGO) offers them the possibility of completing their schooling externally in a course system. They are provided medical and psychotherapeutic counselling by local NGO's. After the three months introductory phase they are transferred to other shelters and have to wait for the outcome of their asylum applications. Experience has shown that very few minors are granted asylum in Austria.

Access to vocational training

Asylum-seeking youth do have access to the Austrian school system but are denied access to the labour market after completing their education. This is because of the law on employment of foreigners, which make it very hard for foreigners to get a work permit.

Vocational training is considered work and therefore young people, still in the asylum procedure, do not have access to any kind of vocational training. As a consequence, they are forced to find illegal employment or even turn to criminality in order to ensure their continued existence.

Germany

There are a lot of changes as a result of new immigration policies in Germany. Under the new immigration law, *de facto* asylum seekers are no longer allowed to work or benefit from education. There are difficulties in integration - for example you must possess a German passport in order to be employed as a doctor. In education there are language problems, illegal children are excluded from education, many teachers suffer from burnout. Schools try to introduce programmes directed at the target group but legislation is a problem. There are rumours of discrimination, the mental problems of asylum seekers is a difficult topic, social welfare directed to minorities has been cut off. Language courses and integration courses are provided but asylum seekers have to pay for it.

In 2003 there were about 250,000 refugee children in Germany. Of these, nearly 76,000 children had an uncertain residence status, 20,948 were in the first asylum application process and 55,610 had a 'tolerated' status¹.

Asylum Application Procedure

A formal political asylum application is submitted to the reception facility located closest to the local off-premise office of the Federal Office of Migration and Refugees (*Außenstellen des Bundesamtes für Migration und Flüchtlinge - BAMF*). Should the authority acknowledge that the asylum applicant comes from a safe third country, then the application will automatically be rejected and considered unfounded and if possible, deportation will be requested.

The duration of the procedure, including the first and subsequent proceedings, can range from a few months up to five years; on an average, however, the waiting-time is about two years². Interpreters are provided and financed by the state for all phases of the asylum procedure. A claim for free legal advice during the asylum application procedure in the Court of First Instance is not available. In appellate procedures before the Administrative Courts, free legal advice is granted only to those asylum applicants who have a realistic chance of success. NGOs may offer free legal support in individual cases.

Unaccompanied Minor Refugees (Unbegleitete Minderjährige Flüchtlinge - UMF)

An unusual feature of the German Aliens Law (*Ausländergesetzgebung*) with regard to the treatment of unaccompanied minor refugees relates to the fact that they are already considered capable of acting (*handlungsfähig*) in the residence legal proceeding (§ 80 AufenthG) and in the asylum legal proceedings (§ 12 AsylVG) at the age of 16 years. This literally leads to the equal treatment of minors and adults without considering the specific stage of development of the teenagers. Among other things, this has the consequence that minors do not obtain a guardian and they are required to undertake of their asylum procedure without any support.

There is generally not any specific reception procedure for unaccompanied minors in Germany. There are also no uniform criteria for the asylum procedure. In the majority of federal states, a so-called "clearing procedure" follows in which it is decided by social pedagogically-

¹ See Harmening, Björn: 2005.

² Source: Bundesamt für Migration und Flüchtlinge (BAMF), http://www.bamf.de/template/statistik/anlagen/hauptteil_1_aufgabe_12.pdf 10.09.2005.

qualified employees, based on the specific needs and perspectives of the single teenager, which further measures of assistance should be initiated. The accommodation during this phase is carried out in special clearing centres for unaccompanied minor refugees.

After completing the clearing phase, which lasts for about three months, the children and teenagers are accommodated in facilities that are run by responsible bodies of the Youth Welfare. The responsibility for the individual teenagers shifts from the Country Youth Welfare Department (Senate Administration for School, Youth and Education) to the District Youth Welfare Departments. The financial backing for the ensuing assistance activities is the KJHG. Together with the minors, an employee of the local youth welfare department and the responsible bodies of the accommodation facilities then devise a more personal strategy for assisting the minor. As such, concrete measures are determined that are based on the specific needs of the children and teenagers in question. Among other things, this concerns accommodation and support, school and education as well as necessary therapies. Accommodation can be provided in all sorts of forms, although local options vary in the individual federal states. Due to the relatively low numbers of unaccompanied refugee minors newly entering the country, and the vast experience and knowledge on the adequate support and care for this special client group accrued in the last years, the support situation for these minors, who receive welfare according to the KJHG, has been assessed as being relatively good³.

School Attendance

In principle, children in Germany are required to attend school. Refugee children and teenagers, however, do not have unrestricted access to the German education system.

Due to the federal system of the Federal Republic of Germany and since the education policy lies in the responsibility of each federal state, the practice varies widely within Germany. Refugee children are not required to attend school in some federal states as long as their parents are in the asylum procedure or have an insecure residence status. Though there is compulsory school attendance for refugees in other federal states (e.g. Berlin, Brandenburg and Bremen), in Bavaria this only applies to asylum applicants and after three months⁴. The right of refugee children to attend school is generally based on political considerations, but also on goodwill, interest, as well as financial and staff resources. The respective education acts of the federal states serve as a legal basis for compulsory school attendance. Lessons in the mother tongue are offered only in exceptional cases.

Vocational Training and Work

Due to a 1997 decree, at the time when the Christian-liberal government ordered that no more work permits be allotted to refugees who had entered the country after May 15th, 1997, refugees have no longer been granted work permits after this point. The ban on participating in regular vocational training courses also came with this. Exceptions were formulated through the so-called Youth Career Assistance (*Jugendberufshilfe*) during the duration of a regular asylum procedure (§ 13 KJHG) or else the participation in an educational job training programme.

To ease the access to the labour market for asylum applicants, the work ban that had been in operation until then was finally relaxed in 2000. Since then it is allowed for both adult and youth asylum applicants following a period of usually one year to work, as long as no German employee is willing to fill the available position. Vocational training is also possible under the same conditions. In reality, however, there has been a shortage of training vacancies for years for teenagers in Germany, which is why the receiving vocational training is considered more the exception among young refugees.

³ See Meyer, Irina: 2001.

⁴ See Harmening, Björn: 2005.

Physical and Therapeutic Care

For asylum applicants, access to medical and dental treatment is confined to cases of grave illness or acute problems during the first 36 months of their residence in Germany. There is no medical staff in the accommodation centres for asylum applicants, though some accommodation centres have contracts with specialists to which sick asylum applicants can be sent if necessary.

A free basic medical examination is also granted to all accompanied and unaccompanied refugee children. Increased medical therapeutic care is, however, characteristically needed particularly for the group of unaccompanied minors. Many of these children and teenagers have undergone traumatic experiences and need help to deal with specific forms of stress. This results from their, among other things, direct experiences with war and violence, from psychosocial problems as well as their precarious situation and fear about their future residence status. Different options are available for traumatised refugees, such as the "Trauma Network" of the German Red Cross, which has developed a specific treatment approach for children based on non-verbal techniques.

Minors in Pre-Deportation Detention Centres

The practice in Germany of detaining minor refugees in detention centres pending a decision to deport them represents a clear violation of international agreements securing the protection of minors in pre-deportation detention centres. Teenagers who have entered the country illegally and were then caught by the police are frequently immediately brought into custody and held in a pre-deportation detention centre. Most of them do not even realise that they can apply for asylum. If someone is placed in the pre-deportation detention centre, then in most cases it is because, from the start, the person is expected to have little chances of be granted asylum as his/her case is expected to be rejected as being "obviously unfounded". Minors are treated and sentenced like adults here. They are not granted a guardian to assist them.

If deportation cannot be carried out – perhaps because the embassy in the country of origin can not issue any passports - the time period that a teenager is held in custody often exceeds the 3 month time limit. This and ongoing proceedings have, consequently, an extreme emotional backlash for the minors. The German practice has been intensively criticised for years⁵. This does not prevent the Federal Government, however, from also maintaining the legal residing ability to act (*aufenthaltsrechtliche Handlungsfähigkeit*) at 6 years of age through the new residence law.

Conclusion

The present political and legal frameworks in Germany as well as the conditions at both national and local levels tend to consistently hinder attempts at responding to the child welfare needs of unaccompanied minor refugees. Contrary to the formulated rights for children and teenagers stated in the UN Convention on the Rights of the Child, the Aliens Law (*Ausländerrecht*) in Germany has priority over the national legislation on the protection of children and teenagers. This restrictive legal situation strongly limits the scope of action among decision-makers.

The number of unaccompanied refugee children in Germany has declined over the last few years. Most of them can only benefit from government support for a relatively short time in Germany. The treatment of and response to the children and teenagers, however, varies greatly in each individual federal state as well as at the local level. Although the legal framework allows for relatively little scope of action, it still tends to be applied very differently. This is not only a question of the financial resources, but frequently, also the result of political constellations and good will.

⁵ See Micksch, Jürgen; Pro Asyl: 2001.

The more or less random distribution of the teenagers into certain federal states and local communities is often of vital significance for the child's further welfare. There is a lack of uniform and generous standards, which permit the needs of all minors to be accordingly taken care of.

Numerous initiatives, organisations and networks which support the interests of the young refugees have come into being in Germany both at the local and supra-regional levels over the last years. With this, refugee children should be given the chance to learn the German language, to attend school, to acquire an education and to stabilise their residence in Germany.

Sweden

Reception of asylum seekers differs from community to community. In Gothenburg 22 organizations are involved with asylum seekers. The Gunnared Committee has a special unit for refugees. The Gunnared District Committee is developing a plan defining what primary schools have to do concerning asylum-seeking children and how to do it. In education there is a general belief that the only problem is language and all problems are solved by integration. So the main problem is how to change attitudes and improving knowledge about how teachers can deal with the strengths of children. Some schools have a lot of refugee children. The challenge of the EU project is to raise awareness in a small pilot. Health care institutions do not see complaints of asylum seekers as a problem but as a kind of illness.

Under Swedish law, persons who are not convention refugees may also qualify for asylum. This category is described in law as 'persons in need of protection' (skyddsbehövande). Persons in need of protection are those who have left their native country and

- have a well-grounded fear of suffering death, torture, etc
- need protection due to an internal or external armed conflict or an environmental disaster in their native country

People who can show that there are exceptionally distressing circumstances may also be granted permission to stay in Sweden. This applies for instance to those suffering from a grave illness for which no treatment is available in their own country.

As a rule, a person granted asylum in Sweden is given a permanent residence permit (PUT), which means that he or she can stay here for good. Alternatively, under certain circumstances, Sweden may grant a temporary, fixed-term permit.

Asylum seekers arriving in Sweden contact the Migration Board. The length of time it takes to reach a decision depends on such factors as the number of asylum seekers who have arrived in recent months and how complicated their cases are.

People who have applied for asylum in Sweden and are awaiting a decision can choose whether they wish to live with friends or relatives or at one of the Migration Board's reception centers. Over half choose to arrange their own accommodation.

The reception centers consist of ordinary flats in which asylum seekers cater for themselves. Single asylum seekers have to share a room. A family may be provided with a room but in that case are expected to share the flat with others. During the wait, all asylum seekers (including those who have arranged their own accommodation) are required to take part in some form of organized activity. Such activities may include learning Swedish and helping fellow-countrymen to settle in.

An asylum seeker is allowed to hold an ordinary job if the Migration Board's handling time is expected to be longer than four months. Those with money of their own have to pay for their upkeep. Anyone without funds can receive benefit in the form of a daily allowance.

Asylum seekers granted residence permits can settle where they want, if they can arrange for housing on their own. If not, the Swedish Integration Board will provide housing. They are then entered in the civic registry and have the same rights and obligations as all inhabitants.

Local authorities are required to draw up an introduction plan for each of these newcomers. To offset the costs, the local authority receives a government grant for each person it takes in.

Medical and psychotherapeutic care

Asylum seekers are entitled to emergency medical and dental care. Asylum-seeking children have the same access to medical and dental care as children resident in Sweden.

Many of the refugee families arriving to Sweden are carriers of traumatic experiences of war. Many of these persons have frequently been abused, threatened and their human rights have not been considered sufficiently. In Sweden these families are met by very time consuming administrative procedures in response to their request for a residence permit. They are also facing a more restraining asylum policy, and some refugees decide to hide themselves in fear of being expelled. Today only 10% of the applicants for asylum are allowed to stay in Sweden in comparison with 50% a decade ago. All these factors reinforce the insecure and threatening situation in which they find themselves. The situation for a considerable number of children and youth has turned so drastically unacceptable that they have given up and finally reached very negative mental conditions of apathy. The symptoms are varied but it could for example be expressed through a degree of passivity that sometimes turns so serious that these young persons remain bedridden without any contact with the surrounding world and have to be medically fed by others.

According to a recent published research report the number of such cases with children in apathy conditions has dramatically increased from 55 cases the year 2002 up to 410 identified cases by the year 2005. Children suffering from these conditions are even expelled from Sweden by air ambulance transports assuming potential care in their country of origin. It is reasonable to doubt that this care is always provided at the needed level of quality or if the quality is sufficient that the access is provided, e.g. due to economic capacities of these families. The problem is very complex and the reasons for this situation are heavily debated these days in Sweden. Investigations are being made but there seems not to be easy solutions within the present set of rules and regulations and its interpretations.

The Swedish School System

The Swedish public school system is made up of compulsory and noncompulsory schooling. Compulsory schooling includes regular compulsory school, Sami school, special school, and programs for pupils with learning disabilities. Non-compulsory schooling includes the pre-school class, upper secondary school, and upper secondary school for pupils with learning disabilities, municipal adult education, and adult education for adults with learning disabilities.

All education throughout the public school system is free. There is usually no charge to students or their parents for teaching materials, school meals, health services or transport.

Pre-School

The Swedish pre-school cares for children aged 1–5 while their parents are working or studying or if the children have special needs of their own. Pre-schools are open all year round and daily opening times are varied to fit in with parents' working hours. Parents pay a maximum fee for

pre-school activities, which will be no more than between one and three percent of the family income, depending on how many children the family has.

On 1st January, 2003, universal pre-school was introduced for all four- and five-year olds. All children are offered free schooling for at least 525 hours per year. This is equivalent to about three hours per day during the school terms. Although the provision of universal pre-school is mandatory for the municipalities, children are able to participate on a voluntary basis.

Pre-school Class

Municipalities are obliged to provide a place in a pre-school class for all children beginning the fall term of the year the child turns 6. The pre-school class program shall comprise a minimum of 525 hours per year and stimulate the learning and development of each child, as well as lay the foundations for continued schooling.

How the pre-school class is arranged may differ between municipalities. Most often, it is organized and located in connection to a compulsory school, leisure-time centre and/or pre-school.

Compulsory Education

Included in compulsory schooling are the regular compulsory school, Sami school, special school, and programs for pupils with learning disabilities. The 9-year compulsory school program is for all children between the ages of 7-16 years. Upon the request of the parents, a child may begin school one year earlier, at the age of 6.

Upper Secondary Education

Almost all compulsory school students continue on directly to upper secondary school and the majority of these complete their upper secondary education in 3 years.

Upper secondary education is divided into 17 national 3-year programs. All of the programs shall offer a broad general education and basic eligibility to continue studies at the post-secondary level. Alongside the national programs there are also a number of specially designed- and individual study programs.

Upper secondary education for the learning disabled offers vocational training in the form of national-, specially designed- or individual programs, similar to those of regular upper secondary. The national programs for the learning disabled are however fewer in number and specially oriented to vocational training. Upper secondary programs for the learning disabled are 4 years in length.

Reception and Introduction of newly arrived pupils in the Schools of Gothenburg's city district Gunnared

VÄLKOMSTEN (the "welcoming") is the activity for *Reception and Introduction in the School teaching* of pupils and their families who have recently arrived to Sweden and the Gothenburg's city district of Gunnared.

Pupils between 6 and 15 years get introduced to the first stage of the *Välkomsten – Reception* – at the latest two weeks after their application to compulsory school. The children together with their parents attend for between five and ten weeks. Everyone has an obligation to attend. The younger siblings and other family members important for the newly arrived pupil's security are also welcomed in the activity.

The second stage of the model – *Introduction in School teaching* – starts for each pupil shortly after the mapping is completed and the mapping report is given to the school where the pupil is placed.

The teaching during the Introduction is in organisation and content adapted to the special prerequisites of the newly arrived pupil. It is flexible in order to be individually planned for each pupil, taking into consideration the language, background and life situation of every individual.

Cognitive development, the specific school knowledge and the language development are thus taken into consideration.

United Kingdom

The Diversity & Inclusion team of Manchester City Council was already involved in implementing Welcome to School. They did translate the programme in English and in 2005 part of the programme was running in three pilots, mainly key stage 3 groups. In D&I 300 teachers are employed, mainly language teachers. 120 different language speaking children are attending Manchester schools. Schools are confronted with yearly 1900 new arrivals, mainly from Iraq and the former Yugoslavian republics. In the UK there is compulsory education until 16 years. The influx of unaccompanied minors has increased from 300 in 1995 to 6000 in 2005.

Margaret Hodge, Children's Minister in December 2004 stated the vision 'Every Child Matters': 'Every child having the opportunity to fulfil their potential, and no child slipping through the net'. The key outcomes for every child are:

- enjoy & achieve
- stay healthy
- stay safe
- positive contribution
- economic well-being

All children between the ages of 5 and 16, who are resident in the UK, must attend school (unless their parents have been approved to educate them at home). This includes the children of refugees and asylum seekers and, if schools have spaces, they have to take children in, regardless of their immigration status. There are no special schools or classes for asylum-seeking children. The philosophy is that meeting UK children at school encourages integration and that separate schooling would be discriminatory.

Pre-school (0 – 4 years)

The British education system in the first place knows the 'pre-school' or the 'nursery school'. Due to the need to work at irregular time, refugee parents have a big need for childcare. However due to lack of money for most of the refugees regular childcare is too expensive.

Childcare differs from region to region. All local Social Service Departments run nursery schools for poor children. Most LEA's (Local Educational Authorities) also run nursery schools and nursery classes, part of primary schools.

Primary school (5 – 11 years)

After pre-school children attend primary school, mostly distinguished in 'infant school' (5 –7) and 'junior school' (8 – 11).

Secondary school (12 – 16)

Compulsory education after primary school is secondary school.

Education beyond 16

Beyond 16 years compulsory education stops. Refugee youth in theory can have five options for further education: staying at secondary school for A-level, attending a sixth form of tertiary college, attending a college of further education, starting a Youth Training Scheme or to look for

a job. Most of them attend colleges for further education or tertiary colleges, but a lot of them also are forced to work.

Support for refugee and asylum-seeking children and other new arrivals:

In England and Wales, children who are new to English are normally supported by specialist EMA (Ethnic Minority Achievement) staff within mainstream classes, although they may be withdrawn for part of the day on a short-term basis for pastoral reasons and additional language development work. In addition to support for individual children, EMA staff also have a role in working with mainstream teachers and school managers to help them to develop appropriate policies, strategies and resources to ensure that children new to English are included and able to achieve. These staff are usually funded by the Government through EMAG (Ethnic Minority Achievement Grant). In Scotland, some areas have EAL (English as an Additional Language) teachers who provide additional help for newly arrived children.

There also appear Asylum-seeking Teachers or Refugee Support Teachers. These teachers support refugee children in school with problems. They identify the needs of asylum-seeking or refugee children and cooperate with mainstream teachers in preparing lessons and teaching the children. They also support schools to develop strategies to refugee children and their needs.

The Netherlands

In the Netherlands there is compulsory education from 5 to 16 years. But children can start at the age of 4 and most parents take advantage of this.

Childcare

For children from 0 – 4 years childcare services are available. These services are expensive but beside the parents, also employers and the government contribute to the costs.

Childcare centres are run by private organizations. As both parents often work,, most children stay in childcare centres in their early years.

Primary school (5 – 12)

At least at 5 years, but mostly at 4 years children start primary education. Schools are public or private. Private schools can be founded on religious principles, e.g. (Protestant, Catholic or Islamic), but also on non-religious principles (Free schools). However, all schools have to meet the requirements of the Ministry of Education.

Secondary schools (13-16 or 18 years)

There are a variety of levels in secondary education. The lowest level is Preparatory Secondary Vocational Education (VMBO). Most of the migrant children are referred to this kind of education. A higher level is Higher General Secondary Education (HAVO) and the highest levels are Preparatory Scientific Education (VWO) and Grammar school.

Beyond secondary school

When they graduated from Preparatory Secondary Vocational Education children have access to Secondary Vocational Education. From Higher General Secondary Education children have access to Higher Vocational Education and from Preparatory Scientific Education and Grammar school, children have access to University.

Education for asylum-seeking and refugee children

Asylum-seeking children mainly attend special schools or classes for newly arrived children. The main purpose of these schools and classes is teaching the children the Dutch language. Children stay in general one year in such special schools or classes and next they can attend regular schools.

In case of asylum-seeking children who attend special primary schools located in the asylum seekers centres, often they stay at such schools until their parents have got a residence permit.

Refugee children with a residence permit mostly attend regular schools, because of their acquired Dutch language skills.

Teachers in special schools and classes are specially trained in paying attention to social-emotional problems. In general they collaborate with medical and mental health professionals. At many such schools the Pharos school programmes are offered to the children.

A national educational service organization is working in the interest of special education for newly arrived children. Pharos closely cooperates closely with this organization in developing special programmes for refugee, asylum-seeking and other newly arrived children.

Mostly in the cities you can see the phenomenon of so-called 'black schools'. These are schools with a high percentage of immigrant children. In the four biggest cities migrant children population is beyond 50% of the total children population.

Most of primary and secondary schools make use of consulting care teams, consisting of professionals from different disciplines like health, mental health and youth care. These care teams support children with serious (behaviour) problems and may refer them to professional help if necessary.

3. SUCCES AND IMPEDING FACTORS FOR IMPLEMENTATION

In the six participating countries of the project there are a lot of differences in education systems, ways in which refugee and asylum-seeking children are admitted in education, philosophies and policies regarding the extent to which schools have tasks in promoting the well-being of their pupils (especially newly arrived pupils from non EU countries), cooperation between schools and welfare or health institutes etc. In federal countries like Germany, Austria and the UK sometimes systems differ from county to county. We refer to the extended descriptions in chapter 2.

In this chapter we will present an overview of factors which turned out to further or impede implementation of the Pharos school programmes. These factors are: adaptation of the programmes, age of the children, admission of refugee and asylum-seeking children in education, mastery of the host language by children, skills of the teachers, available time and organizational facilities.

Adaptation of the programmes

Both school programmes were translated from Dutch into English and from English into the home language. The programmes were developed for the Dutch situation and so they had to be adapted to the national or regional education situation in each country and sometimes to the needs of children. So text and pictures had to be adapted. Some partners added new issues in the programme like appropriate food and gestures. Others integrated parts of both programmes like The World United game in Welcome to school.

Adaptation turned out to be successful in running the programmes. Teachers know their pupils' interests and adapted the programme in a way that fitted the needs and interests of the children. Adaptation is always advisable, because the programme has to fit the needs and interests of teachers and pupils, and teachers have to feel they 'own' the programme.

But in some cases children did not like all parts of the programme. A lot of children did not enjoy writing and drawing much. They expressed preferences for drama, playing, game-playing, painting, making collages etc.

The most fundamental adaptations were done by the Italian partner. According to their philosophy many refugee children are from former colonial countries of the host country and are not just facing a new culture that is more or less foreign to them, but the painful history is in the hidden inner side of the child and his family, so there might be conflicts over adaptation to the culture and language of the former ruler. Another important view of the Italians was their rejection of the notion of 'cultural difference', because of conflicting loyalties and also because culture has to be seen as a process always open and never completed. So rather than looking at individual and private aspects of psychological development, they focussed on the child-in-the-group and the child-in-the-new-context. They decided to soften the dichotomies of 'present vs. past' and 'here vs. there'.

A good example of structural embedding of the programme was provided by Germany, where parts of the programme were incorporated in other subjects like music, art, geography, history, English, mathematics and social learning.

In conclusion, we can state that adaptation is necessary and inevitable for successful implementation of the programmes. Teachers and pupils have to feel comfortable in the programmes. But adaptations cost time and sometimes financial resources.

Age of the children

Again in Italy because of doubts over the possibility of adopting the same language, the same metaphors and the same strategies of communication with children of such different age levels, the partner decided to split the two programmes into three new ones for different age levels: one for children in the age of 6 to 8 years, a second one for children from 9 to 13 years and a third one for children from 13 to 16 years.

In Germany the materials were adapted to even younger children (from the first grade), while the programme was originally intended for children in the fifth and sixth grade. But it turned out also to be successful for the younger children, as the teachers simplified the language of the material or altered it in other ways to make it more compatible with their pupils.

In conclusion, we can state that though the Pharos programmes were designed for specific age levels, the programmes might be adapted to younger children as well. So again, adaptation to other age levels can also turn out to be successful in implementation.

Admission of refugee and asylum-seeking children in education

Because in all countries, except the Netherlands, there are no special schools or classes for refugee or other newly arrived children, the programmes are mainly carried out in mainstream schools. Sometimes the programme groups are specially composed. In most of the cases the programmes are carried out in regular groups or in introductory groups, aimed at teaching the children the host language.

In general, performing the programmes in groups of varied composition turned out not to be a major impeding factor in implementation.

Mastery of the host language by children

The Pharos programmes are designed for children who are more or less skilled in the language of the host country. In the Netherlands in general, few serious problems have been reported because of shortage of language skills in the participation of children, perhaps because of the special education for refugee and asylum-seeking children (and sometimes because of the length of time for which they have been attending these kinds of education).

The results of the project show that in other countries, language skills sometimes turned out to be a crucial factor in the success of the programmes. Especially in Sweden, in the performance of Welcome to school in Välkomsten a big problem arose because the children could hardly speak enough Swedish to enable them to express themselves and so participate in a discussion.

Most of the children had only been in Sweden for a couple of months. For this reason, in some lessons interpreters were present who facilitated the communication. However, some children felt uneasy about talking via an interpreter, because of private negative feelings and stress. But other countries also sometimes reported problems with the language skills of children.

In conclusion, we can state that because the programmes demand verbal skills from the children, a lack of language proficiency is an impeding factor for running the programmes. Support from interpreters can be helpful, but cannot meet all the requirements for a safe atmosphere for the children. So successful implementation is only possible if children have reasonable skills in the language of the host country.

Skills of the teachers

In the project most of the teachers were not specially trained for carrying out the programmes. Nevertheless, almost all teachers were surprised by the effects the programmes had on children

and themselves. So being trained in advance is not a necessary condition for implementing the programmes. In the evaluation, however, many teachers felt they were not competent enough to deal with certain situations, stories from children and specific problems.

Even in the Netherlands where the social-emotional well-being of children is a core target in education, teachers sometimes find it difficult to work with these programmes, as they are afraid of possible outbursts of emotions. As in other European countries there is less attention for social-emotional well-being, it is not surprising that teachers feel less skilled in dealing with social-emotional problems.

In evaluation research in the Netherlands it turned out that success of the programmes and effects on children to a large extent depend on appropriate skills of teachers. In conclusion we can state that less skilled teachers are not an absolute impeding factor. But better trained teachers will increase the success of the programmes.

Available time and organizational facilities

When trying out the programmes, it sometimes turned out that schools were not prepared to adopt a new programme in the current curriculum. Sometimes it caused problems in the timetable and schools encountered organizational problems like interference with regular lessons, teachers being withdrawn from their regular group, the need to find appropriate rooms, preparation time etc.

Especially the UK teachers reported these kinds of problems, though with creativity and improvisation they could find solutions for them.

In conclusion, we can state that when implementing the Pharos programmes at schools, a good preparation in advance is necessary considering time, curriculum and organization.

4. RESULTS OF THE PROJECT

Materials

All partner organizations have produced their own materials concerning the programmes.

The **UK** produced:

'We are the World':

- Instruction manual for the teachers
- Lesson manual workbook for the pupils
- The song: We are the World
- The game: We are the World

'Welcome to School':

- Instruction manual for the teachers
- Lesson manual for the pupils
- Theory manual
- The game: Welcome to School

Sweden produced:

'En enad Värld' (We are the World):

- Teachers manual
- Workbook for the pupils

'Välkommen till skolan' (Welcome to School):

- Teachers manual
- Workbook for the pupils

Italy produced:

'Uniamo il mondo'

- Theory manual
- Teachers manual 'Welcome to the school in the forest' (6-8 years)
- Working book for the pupils
- Teachers manual 'Walking towards the horizon' (9-12 years)
- Working book for the pupils

Germany produced:

'Wir sind die Welt' (We are the World):

- Teachers manual
- Working book for the pupils
- The game: FC Welt
- The Song: Wir sind die Welt

'Willkommen in der Schule' (Welcome to School):

- Theory manual
- Teachers manual
- Working book for the pupils

- The game: Willkommen in der Schule

Austria produced:

'Willkommen in der Schule' (Welcome to School):

- Teachers manual + CD with translated Dutch introduction
- Working book for pupils
- The game: Wir sind die Welt
- Evaluation forms for teachers and pupils

Evaluation of the materials by German teachers showed that all the teachers considered the utilisation of the materials to be 'well manageable' and 'good and durable'. The design of the working book for pupils was highly praised and the presentation was considered appropriate for the age group of pupils in question.

Effects on children

Most schools, teachers and participating children reported positive results on children. Children felt safe and special, they could explore their own identities, they gained confidence, they improved their communication skills. Children learned more about themselves and others. The project raised the children's self-confidence and self esteem. It provided them with a space to release any tension they may have relating to life events. The project provided them with an opportunity to develop a good sense of 'self' – self-respect and self-knowledge. The project improved friendships among the children and raised respect for each other. In addition, working with the programmes promoted language acquisition in a special way.

Effects on teachers

Teachers working with the programmes acquired more knowledge about the children, because they heard stories and thoughts that otherwise would not be disclosed. It raised mutual understanding among the children and between the teacher and the children. The programmes improved confidence in supporting emotional development and wellbeing of children and identifying where children are suffering from stress or trauma. Beyond that, it was sometimes possible to integrate the material in different learning settings, subjects and training levels, so to increase the effectiveness of the programme.

Moreover, the project developed partnerships between teachers and educational psychologists, youth workers and social workers.

Parents

In some countries teachers sometimes experienced more involvement from parents with the school of their children because of the project. The celebration sessions at the end of The World United in the UK were very successful thanks to the attendance of a large number of parents, who normally were hard to reach by the schools.

5. PLANS FOR FOLLOW-UP

At the final conference in November 2006 in the Netherlands, all partner organizations declared their intention to continue the Pharos programmes in one way or another, because of the benefits experienced from the programmes. In their final reports the partner organizations have described their plans for follow-up.

The way partner organizations have planned follow-up activities differs from country to country. Below we describe the intentions of the different countries for these activities.

Sweden

- To adapt and incorporate *Welcome to school* to the regular work in *Välkomsten* and use it with the help of interpreters.
- To use *Welcome to school* in the project *Skolintroduktion på sent anlända elevers villkor*.
- To use *The World United* in a pilot group in pre-school (children between 4 and 6 years old).
- To test the possibility of completing the method *The World United* with some of the lessons of *Welcome to school* with children 7 to 10 years old.
- To stimulate the children of all ages to do more at each task in both methods. For instance to help them to express and work through the bad experiences in their lives with drama, telling stories, etc.

Germany

- Further steps in the work with the Pharos material in Berlin including dissemination via internet on the homepage of the ASFH and the school administration (public domain).
- In North Rhine Westphalia, dissemination via a symposium (Alice-Salomon-School Centre Bochum) and the regional RAA.

Austria

- With an eye to the future we have made the work folder "Welcome to school" accessible on the web site of OMEGA. We have produced 80 printed versions of the full work package and have sent them to responsible educators and decision makers in the education department of the city of Graz and the educational departments in the respective provincial government and on a federal level to the ministry for education.
- We will send copies of the material to primary and secondary schools in rural areas in Styria which show a high percentage of migrant children.
- After a period of three months we are planning a follow up-meeting to discuss the product and its application.
- We are currently using the work folder as a basis for a work folder "Welcome to Austria" which will be a comprehensive German beginners course for young people and adults and will have a strong focus on the integration aspect of the "Welcome to School" working materials.
- As an organization OMEGA will use the produced material in its work with children and young people and will continue to encourage others to do so.

United Kingdom

The Pharos programmes are seen as very valuable tools to support schools in the induction of asylum seeking and refugee children and other newly arrived from overseas and to promote their wellbeing and all staff involved in the pilot are fully committed to further developing & sustaining them in the UK. Below is a summary of plans both at school and LA level.

What can School-based staff do ?

- Continue to run the programmes with new groups of pupils
- Find a way of training other staff within their schools:
 - providing information so that they are aware of the programmes and the benefits for the targeted pupils
 - involving more staff in the delivery to help sustainability
- Feedback to school management teams
- Further develop programmes
- Connect to Healthy School programme

What can Local Authority staff do?

- Promote programmes to new schools within LA
- Continue to facilitate supportive networks both within LA and between LAs
- Develop training package and support programme for new schools
- Promote Pharos at a strategic level within LA
- Continue to build up evidence of impact and research
- Publicise the programmes eg in professional journals
- Bid for funding to train and support new schools and LAs to deliver the programmes
- Gain support of DfES and any other relevant organisations to help promote and sustain the programmes

Wales

- Secure funding for the Pharos programmes in Cardiff schools
- Due to the success and positive feedback from staff and pupils following the pilot phase of the project, 'The World United' programme will be extended to other primary schools in Cardiff.
- The 'Welcome to School' programme will be piloted in secondary schools
- Asylum Seeker Teachers based in four secondary schools in Cardiff have been trained to deliver the 'Welcome to School' programme.
- A presentation will be delivered to all staff from the Pupil Support Service by the educational psychologist at a training day to share information about the project.
- A guidance manual to running 'The World United' groups in primary schools is currently being developed by the educational psychologist in partnership with the Asylum Seeker support teachers involved in the pilot study. This aims to provide guidance to running the group sessions but to allow each individual school to adapt the programme to meet the individual school needs.
- The educational psychologist with EMAS and the educational psychologist for the Asylum Seeker Team are currently developing a support programme for staff involved in the project. The programme will also aim to meet the trainings needs of staff running the groups.

- Continued monitoring and evaluation of the groups as they are implemented in both primary and secondary schools.
- Continued research by the educational psychologists and teachers on the effectiveness of the groups.

Italy

In the first months of 2007, when the testing phase will be concluded, we will meet all the teachers who have taken part in the project in order to discuss the program once again. In accordance with the teachers and the Director of 'Cimarosa Educational center', we will consider the possibility to include our two programs in the regular set of curricular activities for the year 2007-2008.

Moreover, we are organizing – with the support of the Fifth District - a larger meeting that will take place in Turin (May 2007) and will gather all the competent authorities (town council, social-educational services, provincial and regional authority representatives).

We are also starting to collaborate with some educational centers in cities such as Verona, Ferrara and Alessandria.

After this second testing phase, that will be carried out in 2007-2008 academic year in a number of different Italian contexts, we may try to promote our programs on a national scale, through the publication of specific articles on scientific and psycho-pedagogical journals and targeted presentations.

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