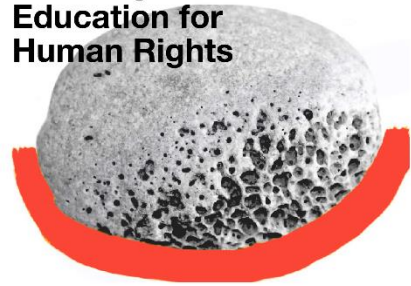


Challenges on Education for Human Rights



Programme

[version 26/03/2022]

28 April 2022

Auditorium B 2 (Building 02): Panel: 3 – 5.30 pm

Peshawa Mohammed

Parental involvement among host community and refugees in Iraqi Kurdistan

Following the recent political conflict in the Middle East, the number of refugees and internally displaced people increased in the last decades. The flood of displaced people became a big issue for the host communities in the neighbouring countries and Europe. The need for research about the education and integration of the refugees became urgent. After the appearance of the Islamic State and displacing millions of Syrian people, the Kurdistan Region of Iraq became a safe shelter for hundreds of thousands of Syrians and international organisations helping the refugees. This study focuses on the factors of parental involvement among the host community and refugee parents and its role in the academic success of children. The setting is the three provinces of Iraqi Kurdistan (Erbil, Sulaimani and Dohuk), including the refugee camps in the three provinces. Based on the purpose of the study, the study was designed as a descriptive survey study with a mixed approach, qualitative (open-ended) and quantitative (questionnaire) questions, and both forms of data were integrated and analysed. The current study participants were 8th and 9th graders at the basic school level, studying at public schools and their parents. The sampling design was the selection of local schools and schools in the refugee camps in the region's three provinces. The number of participants for each of the two groups was 250 students and 250 parents. The results showed that parents' socioeconomic status, gender, and place of residency have significant roles in students' parental involvement and academic success of their students. The results also show the characteristics of parental inspiration to their children's future and their expectations from education.

Keywords: Parental involvement, refugee, education

Peshawa Mohammed is PhD student in Educational Research, University of Debrecen, Hungary (2019-present time). Master degree in English Language Teaching, Near East University, Cyprus. University lecturer at Charmo University, Iraqi Kurdistan (2016-2019)

Maria José Casa-Nova, Maria Alfredo Moreira & Daniela Silva

Bilinguismo cultural, diferenciação pedagógica e histórias: O projeto RISE

A presente comunicação tem por base resultados de investigação alcançados com a implementação do projeto *RISE – Roma Inclusive School Experiences*. Desenvolvido através do método de investigação-ação, este projeto visa contribuir para o sucesso educativo de crianças ciganas e, conseqüentemente aumentar a justiça social através da concretização de um Direito Humano fundamental e dos Objetivos de Desenvolvimento Sustentável. O envolvimento dos pais nas atividades da escola e das crianças nas atividades do projeto, nomeadamente nas atividades realizadas em sala de aula e o sucesso educativo alcançado, evidenciam a importância da articulação entre os saberes experienciais dos alunos e o conhecimento académico como forma de aceder a este último. Neste sentido, a formação de professores em educação intercultural e os dispositivos pedagógicos construídos pelos alunos e pelas professoras em sala de aula revelaram-se fundamentais para o domínio de um bilinguismo cultural e a naturalização da convivência com as múltiplas diferenças que habitam a escola. Na comunicação será apresentado um exemplo de recurso às histórias infantis para desenvolvimento do conhecimento académico, consciência intercultural e educação para uma cidadania democrática com crianças do pré-escolar e 1º CEB.

Palavras-chave: *direitos humanos, dispositivos pedagógicos, bilinguismo cultural, sucesso educativo*

Cultural bilingualism, pedagogical differentiation, and storytelling: The RISE project

This paper is based on research results achieved with the implementation of the *RISE - Roma Inclusive School Experiences* project. Developed through the action research method, this project aims to contribute to the educational success of Roma children and, consequently, to increase social justice by achieving a fundamental Human Right and Sustainable Development Goals. The involvement of parents in school activities and children in project activities, namely classroom activities and the educational success achieved, highlights the importance of articulating students' experiential knowledge and academic knowledge as a means of accessing the latter. In this sense, teachers' training in intercultural education and the pedagogical devices developed by students and teachers in the classroom proved to be fundamental for the mastery of a cultural bilingualism and the naturalization of coexistence with the multiple differences that inhabit the school. In this paper, an example of storytelling with kindergarten and primary school children, used for the development of academic knowledge, intercultural awareness and citizenship education, will be discussed.

Keywords: *human rights, pedagogical devices, cultural bilingualism, educational success*

Maria José Casa-Nova holds a Master's Degree in Intercultural Education (University of Porto) and a PhD in Social Anthropology (University of Granada, Spain). She is an Assistant Professor at Department of Social Sciences of Education, Institute of Education, UMinho, teaching in the fields of Sociology of Education, Intercultural Education, Educational Policies, Multiculturalism, Citizenship and Social Inclusion, Human Rights, Qualitative Methodologies. She is Coordinator

of the Center of Education for Human Rights, Institute of Education, UMinho and Coordinator of OBCIG-Observatory of Roma Communities-High Commissioner for Migration and State Secretariat for Citizenship and Equality (since January 2018). She is a member of several international research networks, namely the European Academic Network on Romani Studies and Board Member of the Research Network on *Ethnic Relations, Racism and Antisemitism* of the European Sociological Association, Participated in several research projects, nationally and internationally, currently coordinating the Portuguese team of the international project *RISE: Roma Inclusive School Experiences*.

Maria Alfredo Moreira is an Assistant professor at the University of Minho, Portugal. She has a Master degree in Supervision (by the University of Aveiro) and a PhD in Educational Sciences with a focus on Language Education (UMinho). Her research interests focus on pedagogy at the university, social justice teacher education, instructional supervision, and foreign/ second language education. She participated in several international projects on curriculum development and teacher education for foreign/ second language education. She is a team member of the project *RISE: Roma Inclusive School Experiences*.

Daniela Vilaverde e Silva is an Assistant professor at the University of Minho, Portugal. She has a master's degree in education, specializing in educational administration and educational organizations and PhD in Educational Sciences in School Organization and Administration. Since 2018, she is part of the Portuguese team of the project *RISE: Roma Inclusive School Experiences*.

Maria Cecilia Zsögön

Acceso a los derechos humanos de la infancia empobrecida en una zona de fronteras

Los derechos humanos forman parte de una perspectiva cognitiva que es, por su carácter y su origen, eurocéntrica. A partir de la modernidad esta forma de conocimiento fue impuesta y admitida en todo el mundo capitalista como el único modo de racionalidad posible, trascendiendo el ámbito geográfico europeo para incorporarse al mundo colonial. Reflexionamos sobre las formas de hacer operativos estos derechos en el campo de la infancia en una zona periférica del sistema mundial, la Triple Frontera entre Argentina, Brasil y Paraguay. Espacio multicultural y diverso donde a pesar de las riquezas naturales, gran parte de la población vive en la pobreza. El desafío reside en la apropiación e incorporación de las narrativas de los derechos humanos en las tramas sociales y simbólicas de la región, dadas las condiciones estructurales de pobreza y desigualdad.

El origen del discurso y narrativa de los derechos humanos no debe llevarnos a desestimar la necesidad o posibilidad de su implementación en el contexto de las sociedades latinoamericanas. No en base a una lectura formalista o 'legalista' sino una lectura creativa, 'contrahegemónica' (Boaventura de Sousa Santos), que recree la especificidad del anclaje territorial sin renunciar a los postulados básicos de los tratados de los derechos humanos.

A pesar de ser concebidos como pertenecientes a toda la humanidad, las personas que más necesitan de la garantía y protección de los derechos humanos son aquellas a quienes estos derechos les son negados (lo que Hanna Arendt denomina 'human rightlessness'). Hacemos extensiva esta reflexión a la infancia empobrecida, explotada y vulnerable en esta región periférica transfronteriza de Latinoamérica.

Maria Cecilia Zsögön es Doctora en Ciencias Sociales por la Universidad de Buenos Aires. Licenciada en Sociología, especialista en gestión social, magíster en política y planificación social. Becaria de posdoctorado en el Consejo Nacional de Investigaciones Científicas y Técnicas de Argentina (CONICET). Investigadora Invitada en el Centro de Estudios Sociales (CES) de la Universidad de Coimbra. Áreas de interés: trabajo y explotación infantil, trabajo forzoso, derechos humanos, derechos del niño, política social, regiones de frontera.