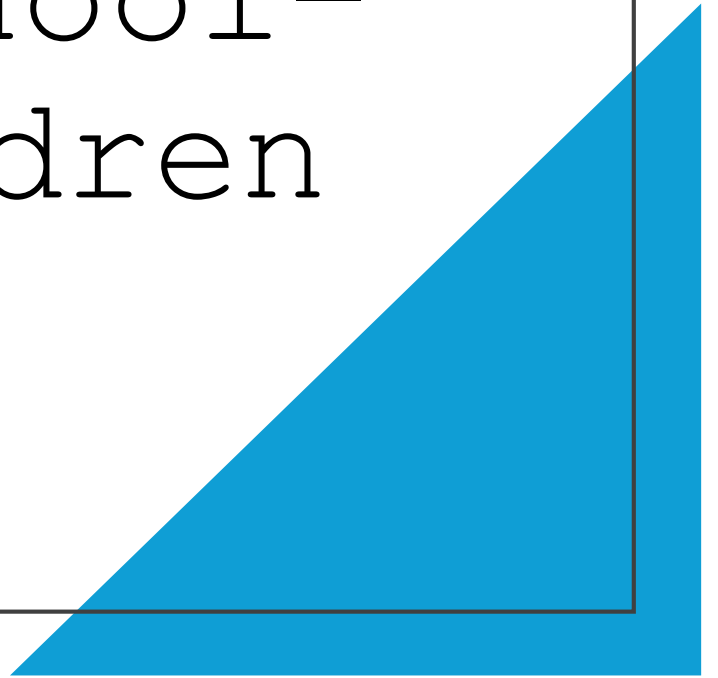


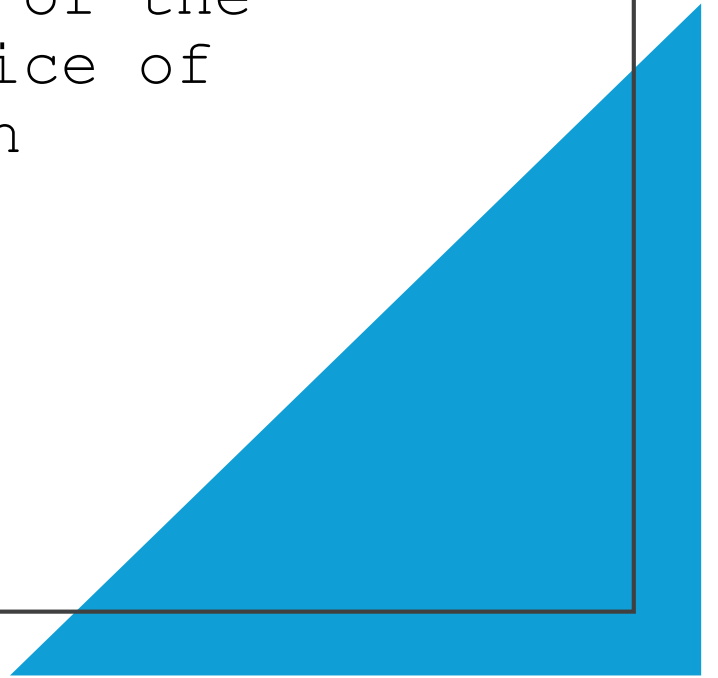
Formal education
Access to formal
education for school-
age migrant children



INTRODUCTIO N

HERVE LECOMTE

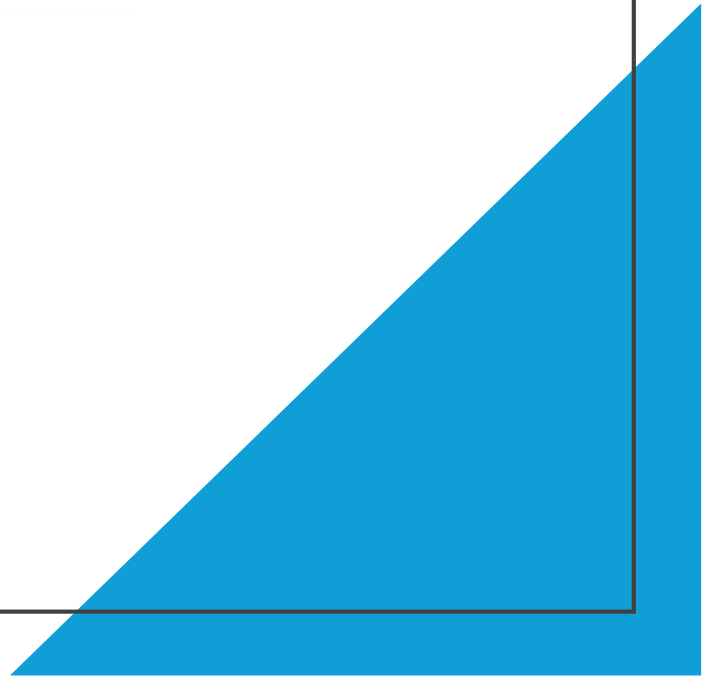
Secretary General of the
International Office of
Catholic Education





AUSTRIA

Integrating Immigrant Children at Catholic Schools in Austria



The Austrian Situation

- Two major peaks of refugee immigration in the more recent past (and present)
 - 2015 (from the Middle East)
 - Since 2022 from the Ukraine
- In 2015: 400 refugees admitted at Catholic schools free of charge
- Since 2022: over 300 Ukrainian students accepted at Catholic schools free of charge and with little bureaucracy
- Many more children with a family background of migration (in some Cath. Schools over 60%)
- Good collaboration with state and religious authorities

The Austrian specificity:

Religious Education for every acknowledged
Religious Community

- Students have to attend the religious education class of their own denomination or religion or choose a Christian RE class if they have no religious denomination
- Good cooperation between different RE classes: interreligious projects, cooperative models of RE → Building bridges between different cultures
- RE essential contribution to (cultural) identity formation: learning about one's own culture in dialogue with the local culture
- Interreligious and intercultural dialogue as contribution to democracy and peace formation

Intercultural learning through integration of different cultures

Samir from Bosnia:

“As a Muslim pupil representative of a Catholic School I can only praise my school, since it is only here that I experienced the great value of my mother tongue and my own cultural background. It is here that I really feel a sense of appreciation and acknowledged diversity.”



Challenges

Language
deficits

Aligning
different levels
of achievement
and educational
systems

Psychological
(post war)
trauma

Cultural
conflicts

radicalisation

Measures

- Conflict management programmes, peer mediation
- Peer learning
- „German as a second language“
- Intensive work with parents
- Workshops on gender sensitivity, gender roles
- Interreligious and intercultural projects
- Creating a „culture of welcome“





SCOTLAND

Welcome to OUR Communit y

Anne Munro (Head
Teacher)

Emanuella Victor-Asia
(S6 Pupil)



Our Context

- Roman Catholic secondary school
- Approximately 900 young people
- Greenock, outside Glasgow on the River Clyde
- Area of deprivation but increasingly rich in diversity. Welcoming young people from Italy, Ukraine, Philippines, Nigeria, Ghana, Pakistan and Sudan



A COMMUNITY OF LEARNING
AND FAITH, BUILT UPON
LOVE AND AMBITION

NOTRE DAME HIGH SCHOOL

Belief

We aspire to live by the Gospel Values, each and every day.

We believe in ourselves and in each other.

We support and encourage each other to be the best versions of ourselves.

Perseverance

We strive to develop our God-given talents to the best of our abilities.

We respond to challenges with determination and resilience.

We are confident in seeking support to help us achieve and progress.

Respect

We are kind, caring and respectful of ourselves and others.

We value positive relationships and they are at the centre of all that we do.

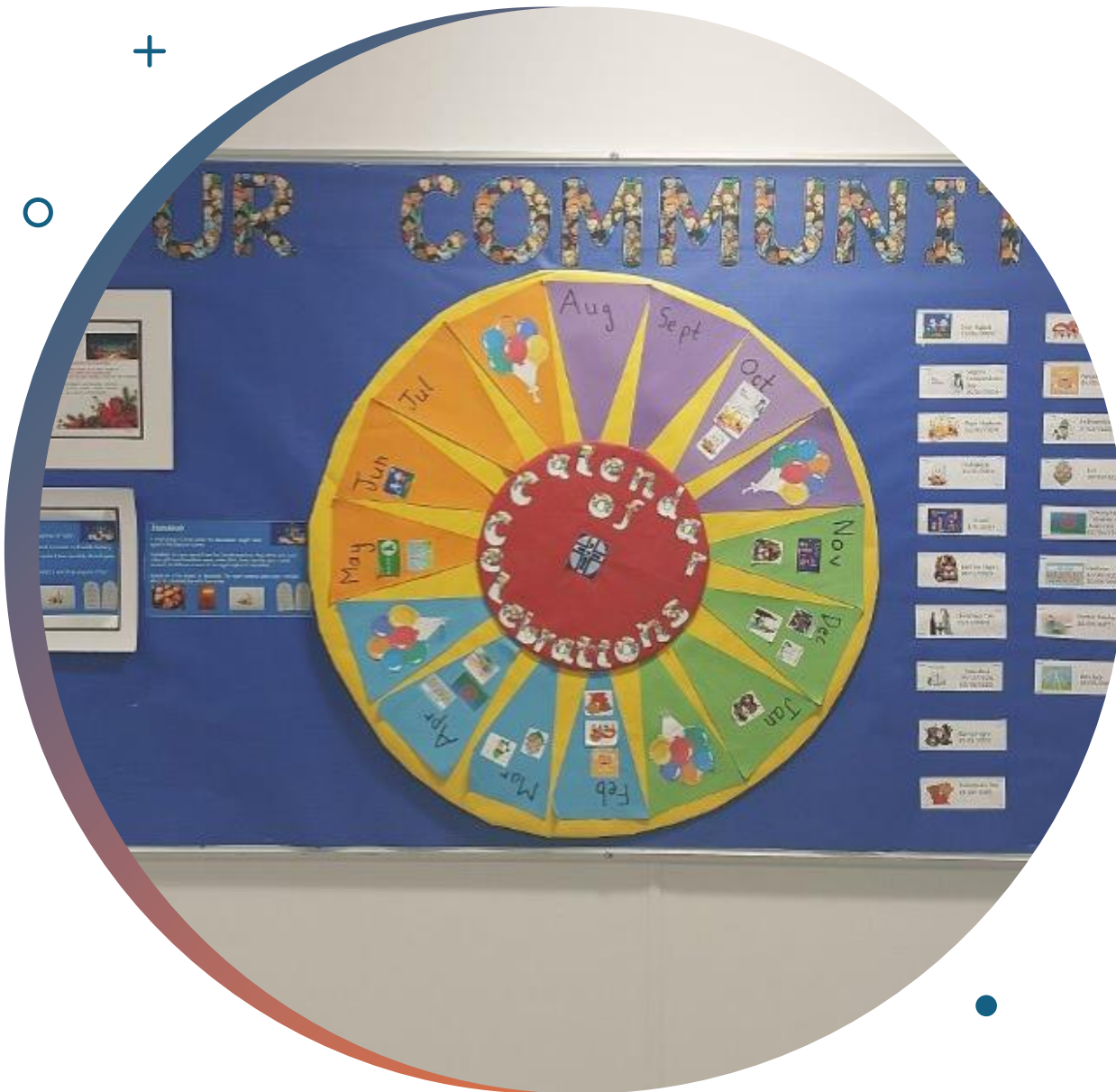
We are an important part of our school and wider community and take pride in it.

Testimony



How Are We Doing and How Do We Know?

- Engagement
- Education
- Enrichment





FRANCE



if I dream,
it's because I arrived at school.

The
reception
of young
migrants in
Catholic
schools in
the West of
France

Conclus ion

LOUIS-MARIE PIRON

Secretary General of the
CEEC (European Committee
for Catholic Education)

