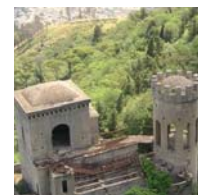


13th International Summer School on Mind, Brain and Education

“Migrants and Refugees in the 21st Century: Children in and out of schools”

Ettore Majorana Foundation
and Centre for Scientific Culture

Erice, October 15 – 21, 2018



Directors of the School: **Antonio M. Battro, Kurt Fisher, Sebastián J. Lipina**

Director of the Course: **Marcelo Suárez-Orozco**

Program Officer of the School: **María Lourdes (Lula) Majdalani**

PROGRAM 2018

Tuesday, October 16

PRESENTATION OF THE SCHOOL AND THE COURSE

- 9:00** Antonio Battro (Pontifical Academy of Sciences, Vatican)
Sebastián Lipina (CONICET, Argentina)
Welcome
- 9:15** Marcelo Suárez Orozco (UCLA, USA and Pontifical Academy of Social Sciences, Vatican)
Presentation of the Course

TOPIC I - MASS MIGRATIONS: THE NEW 21st CENTURY MAP

Panel Chair: Jody Heymann

- 09:30** Marcelo Suárez-Orozco (UCLA, USA & Pontifical Academy of Social Sciences, Vatican)
Children and youth in the catastrophic migrations of the 21st Century
- 10:00** Jacqueline Bhabha (Harvard University, USA)
Children on the move in the 21st Century: Developing a right based plan of action
- 10:30** Jody Heymann (UCLA, USA)
Legal rights of refugees and immigrants in 150 countries: How they shape the lives of children, youth, and their parents
- 11:00 / 11:15** Break
- 11:15 / 12:30** Roundtable 1 (TOPIC I): Discussion based on presentations and connections with related broader goals and issues
- 12:30 / 15:30** Lunch & Nap

TOPIC II – PSYCHO-SOCIAL FRAMES ON CHILDREN AND YOUTH ON THE MOVE (Part I)

Panel Chair: Dr. Viola Georgi

- 15:30** Carola Suárez-Orozco (UCLA, USA)
A compassionate perspective: Re-Imaging migration
- 16:00** Theresa Betancourt (Boston College)
Addressing mental health disparities in refugee children through family and community-based prevention
- 16:30** Theoni Stathopoulou (National Centre for Social Research, Athens, Greece)
Refugees and unaccompanied minors in Greece
- 17:00/ 17:10** Break
- 17:10 / 18:25** Roundtable 2 (TOPIC II, Part I): Discussion based on presentations and connections with related broader goals and issues
- 18:25** Adjourn

Wednesday, October 17

TOPIC II – FRAMES ON CHILDREN AND YOUTH ON THE MOVE (Part II)

Panel Chair: Dr. Viola Georgi

09:30 Viola B. Georgi (University of Hildesheim, Germany)

Teachers working with refugee students in Germany

10:00 Maryam Kia-Keating (University of California, Santa Barbara, USA)

Resilience and participatory approaches with refugee youth and communities in resettlement

10:30 Marcelo A. Pérez Alfaro (Interamerican Development Bank)

Challenges for education systems of migration in Latin America and the Caribbean

11:00 / 11:10 Break

11:10 / 12:25 Roundtable 3 (TOPIC II, Part II): Discussion based on presentations and connections with related broader goals and issues

12:25 / 15:00 Lunch & Nap

TOPIC III: THE WORK OF EDUCATION IN THE TRANSITION OF MIGRANT AND REFUGEE YOUTH (Part I)

Panel Chair: Dr. Maurice Crul

15:00 Maurice Crul and Frans Lelie (Free University of Amsterdam, Netherlands)

How school system differences affect the incorporation of refugee children in Europe, the Middle East and Turkey

15:30 Francesca Borgovoni (OECD, France)

Improving the education and social integration of immigrant students

16:00 Leyda W. García (UCLA Community School, USA)

Unaccompanied minors: Our most vulnerable newcomer students

16:30 / 16:40 Break

16:40/ 17:55 Roundtable 4 (TOPIC III, Part I): Discussion based on presentations and connections with related broader goals and issues

17:55 Adjourn

Thursday, October 18

Tour to Segesta and Selinunte

Friday, October 19

TOPIC III: THE WORK OF EDUCATION IN THE TRANSITION OF MIGRANT AND REFUGEE YOUTH (Part II)

Panel Chair: Dr. Marcelo Suárez Orozco

09:30 **Markus Heide (Uppsala University, Sweden)**

Hospitality in European Film: Migrants/Refugees and Teaching Practice

10:00 **Hideaki Koizumi (Engineering Academy, Japan)**

Education that child refugees need

10:30 / 10:40 **Break**

10:40 / 11:55 **Roundtable 5 (TOPIC III, Part II): Discussion based on presentations and connections with related broader goals and issues**

11:55 / 15:00 **Lunch & Nap**

TOPIC IV – EDUCATION FOR CIVIC ENGAGEMENT (Part I)

Panel Chair: Dr. Boix-Mansilla

15:00 **Verónica Boix Mansilla (Harvard University, USA)**

Migration as opportunity: Rethinking teaching and learning for a world on the move

15:30 **Carrie Symons (Michigan State University, USA)**

Improving instruction for immigrant-origin youth through research-practice partnerships

16:00 **Sidney Strauss (Tel Aviv University, Israel and Amrita University, India)**

Israel: From being immigrants to Immigration policies

16:30 / 16:40 **Break**

16:40/ 17:55 **Roundtable 6 (TOPIC IV, Part I): Discussion based on presentations and connections with related broader goals and issues**

17:25 **Adjourn**

Saturday, October 20

TOPIC IV – EDUCATION FOR CIVIC ENGAGEMENTE (Part II)

Panel Chair: Dr. Boix-Mansilla

09:30 Georgia Lazo (UCLA Lab School, USA)

Serving migrant and refugee children and families

10:00 Carlina Rinaldi (Fondazione Reggio Children, Italy)

Reggio Emilia: A pedagogy for the 21 st Century

10:30 / 10:40 Break

10:40 / 11:55 Roundtable 1 (TOPIC I): Discussion based on presentations and connections with related broader goals and issues

11:55 / 15:30 Lunch & Nap

TOPIC V – ENGAGING IMMIGRANT AND REFUGEE YOUTH IN AND OUT OF SCHOOLS

Panel Chair: Dr. Georgia Lazo

15:30 Doris Sommer (Harvard University, USA)

Pre-texts: A global weave of learners

16:00 Adam Strom (UCLA, USA)

Engaging all learners

16:00 / 16:10 Break

16:10/17:25 Roundtable 7 (TOPIC V): Discussion based on presentations and connections with related broader goals and issues

17:25 / 17:35 Break

17:35 Marcelo Suárez-Orozco

Concluding remarks and general discussion

18:35 Adjourn

20:00 FAREWELL DINNER

PARTICIPANTS

Battro, Antonio - Pontifical Academy of Sciences, Vatican



Bio. MD (University of Buenos Aires). PhD (Psychology, Université de Paris). Former activities: Member of the Centre International d' Epistémologie Génétique, Geneva (Jean Piaget); Directeur Associé École Pratique des Hautes Études, Laboratoire de Psychologie Expérimentale et Comparée. Paris; Visiting Professor, Graduate School of Education, Harvard; Chief Education Officer, OLPC, One Laptop Per Child, President International Mind, Brain and Education Society, IMBES (2009). Current activities: Member of the Pontifical Academy of Sciences; Member of the National Academy of Education (Argentina); and Director of the International School on Mind Brain and Education, Ettore Majorana Foundation and Centre for Scientific Culture, Erice, Italy.

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Title: *Welcome*

Betancourt, Theresa – Boston College (USA)



Bio. Theresa S. Betancourt is the inaugural Salem Professor in Global Practice at the Boston College School of Social Work and Director of the Research Program on Children and Adversity (RPCA). She is the Principal Investigator of ongoing mental health services research projects in Sierra Leone, Rwanda and is engaged in community-based participatory research on family-based prevention in refugee children and adolescents resettled in the U.S. She has written on mental health and resilience in children facing adversity including articles in *Child Development*, *Social Science and Medicine*, *JAMA Psychiatry*, *BMJ Psychiatry* and *Pediatrics*.

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Title: *Addressing mental health disparities in refugee children through family and community-based prevention*

Abstract. *Background.* There are mental health disparities between resettled refugee youth and youth among the general U.S. population. Resettled refugees have poor access to mental health services due to a lack of resources, lack of culturally adapted care and interpretation services, less awareness of available services, limited referral networks, and stigma around mental health. Community-based participatory research (CBPR) is an approach to research that engages researchers and community members in an equitable partnership designed to deconstruct power differentials and engage community members in all aspects of the research process. With its emphasis on respecting local knowledge and privileging cultural context, CBPR is a promising approach to studying refugee mental health. *Methods.* We developed an evidence-based family strengthening intervention for refugees (FSI-R) and are using CBPR-based mixed methods research to conduct a randomized controlled trial (RCT). A feasibility pilot will examine the impact of the FSI-R on outcomes of parent-child relationships, family functioning, and child mental health using a Hybrid Type 2 Effectiveness-Implementation Study Design with Somali Bantu and Bhutanese families

(N=300). The design incorporates process evaluation to identify strategies for implementing and sustaining high quality FSI-R services and determine optimal methods for scale up. *Conclusions.* Cross-cultural CBPR approaches can deepen understanding of common and diverging community needs. Previous cross-group analyses have yielded unprecedented insight into resettled refugee experiences and have deepened cohesion and collaboration among partners. The current study aims to illuminate and build on inherent strengths and resources within the refugee communities.

Bhabha, Jacqueline – Harvard University (USA)



Bio. Jacqueline Bhabha, JD, MsC, is Professor of the Practice of Health and Human Rights at the Harvard T.H. Chan School of Public Health and Director of Research at the Harvard FXB Center for Health and Human Rights. From 1997 to 2001, Bhabha directed the Human Rights Program at the University of Chicago. Prior to 1997, she was a practicing human rights lawyer in London and at the European Court of Human Rights in Strasbourg. She has published extensively on issues of transnational child migration, refugee protection, children’s rights, and citizenship, and her most recent book entitled, “Can We Solve the Migration Crisis” (Polity Press, 2018). Professor Bhabha currently serves on the board of the Scholars at Risk Network, the World Peace Foundation, the Institute on Statelessness and Inclusion, and the Journal of Refugee Studies. She is a frequent adviser to UNHCR, UNICEF, IOM and civil society organizations working on forced migration-related issues.

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Title: *Children on the move in the 21st Century: Developing a rights based plan of action*

Abstract. As a result of overwhelming evidence of tragedy and widespread rights violations, the fact of very large scale global child migration is no longer hidden or denied. But public attention has not so far altered the underlying legal, social and political context in which distress child migration occurs. Children still have less access to legal, safe and regular migration - the target of Sustainable Development Goal (SDG) 10.7 - than adults, and this is particularly the case for children from socially and economically deprived backgrounds, affected by conflict or other forms of social violence. A rights-based plan of action is urgently required and some elements are already being developed. They include tools for translating the principle of "the best interests of the child" into practical policies for border control agents, child welfare workers, educators, law enforcement officials and others. My presentation will develop some of these points with suggestions about future strategic priorities.

Boix Mansilla, Veronica – Harvard University (USA)



Bio. Veronica Boix Mansilla is a Lecturer in Education and Senior Principal Investigator at Project Zero, Harvard Graduate School of Education. Her research focuses the nature of quality interdisciplinary work, the development of global competence among children and youth, and conditions that foster teachers’ capacity to educate for global competence with quality within and across disciplines. She is the Research Director “Re-Imagining Migration”, which examines how to prepare teachers and youth for a world shaped by human flows. Veronica co-developed the OECD-PISA global competence framework and is the author of multiple publications on interdisciplinary and global education including “Educating for Global Competence Preparing our Youth for the World.” She serves

as an advisor to the International Baccalaureate, the OECD, and the DC Public Schools among other institutions.

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Title: *Migration as opportunity: Rethinking teaching and learning for a world on the move*

Abstract. Migration is reaching historic proportions, placing immigrant-origin and refugee children at the forefront of fast-changing educational landscapes. Educational systems in post-industrial societies are receiving a larger number and plurality of immigrant students, yet most educators have little or no preparation on how to serve these children best. Professionals working in schools often misunderstand immigrant-origin children's assets and needs, unwittingly reproducing the very social inequalities that their institutions are called upon to reduce. What do educators need to understand to respond to the demographic and democratic imperatives of our time? In this session we will examine the need for a research-based, actionable framework to inform the education of immigrant-origin youth and their peers. We will discuss an emerging approach to teaching about and through the experience of human migration. This approach casts migration as a constitutive human narrative able to give a renewed sense of purpose and meaning to our educational efforts. Concomitantly, it proposes migration as an opportunity to rethink foundational educational constructs including our idea of the learner; our conceptions of learning, pedagogy and curriculum; our ideas about environments where human development and learning thrive; and our understanding of teacher growth in a world on the move.

Borgovoni, Francesca – OECD (France)



Bio. Francesca Borgovoni is a Senior Policy Analyst at the OECD where she has been responsible for data analysis and analytical work in the PISA and PIAAC, with a particular focus on gender and socio-economic disparities in academic achievement, student engagement and motivation as well as the outcomes of migrant and language minority students. Her recent publications include *The Resilience of Students with an Immigrant Background: Factors that Shape Well-Being*; *The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence and Immigrant Students at School - Easing the Journey Towards Integration*. Before joining the OECD Francesca was based at the London School of Economics and Political Science (LSE). Francesca has been Adjunct Professor at the Paris

School of International Affairs at SciencesPo (Paris) and held visiting positions at the Goldman School of Public Policy at the University of California, Berkeley.

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Title: *Improving the education and social integration of immigrant students*

Abstract. Migration flows are profoundly changing the composition of classrooms and societies. Whatever the history and context, OECD countries are experiencing growing social, cultural and linguistic diversity. While migration flows pose challenges for host communities, they also represent opportunities. Diversity has always been at the heart of human progress. Beyond that, migration can facilitate the adjustment in ageing societies. But to unlock the benefits of migration, effective education and social policies are necessary to integrate migrants successfully into society. The work that we will present examines the extent to which different education systems are able to promote the academic and social integration of immigrant students by examining the academic, emotional and social outcomes of immigrant students. We also assess the extent to which education shapes the acculturation processes of immigrants by identifying if and how immigrants internalise the culture of their host communities and/or maintain their culture of

origin. Finally, we recognise that the attitudes and dispositions of host communities play a crucial role in shaping the integration chances of immigrants. Therefore, our work examines the extent to which education promotes positive attitudes towards migration, particularly at times when a poor economy or a large influx of newly arrived individuals make expressing values such as openness and tolerance more difficult.

Crul, Maurice – Free University of Amsterdam (Netherlands)



Bio. Maurice Crul is a Professor of Sociology at the Free University in Amsterdam. In the last twenty-five years Maurice Crul mostly worked on the topic of education and children of immigrants, first within the Dutch context and in the last fifteen years in a comparative European and transatlantic context. Maurice Crul has coordinated two major international projects: the TIES project (The Integration of the European Second generation) and the so-called ELITES project. The core part of the TIES project, which included partners in 11 countries, was a survey among the second generation of Turkish, Moroccan and former Yugoslavian and Russian descent in nineteen cities: <http://www.tiesproject.eu/>. The TIES survey is the first comparative survey among the second generation in Europe and includes information about school and labour market careers, identity and transnationalism.

The ‘ELITES: Pathways to Success’ targets a sub sample of successful second generation from the TIES survey looking at their pathways to success in Sweden, France, Germany and The Netherlands: <https://www.elitesproject.eu/elites/>. In 2017 Maurice Crul was awarded the ERC advanced grant for the project Becoming a Minority (BAM) on the integration of people of native descent in majority minority cities in Europe.

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Title: *How school system differences affect the incorporation of refugee children in education in Europe, the Middle East and Turkey*

Abstract. Over the past few years many refugee children found their way from war-torn countries, alone or together with their families, to neighboring countries in the Middle East, to Turkey or to Europe. In this presentation we will compare how refugee children are incorporated into school systems both in Europe (Sweden, Germany and Greece) and outside Europe (Turkey and Lebanon). The five countries each represent very different responses to receiving children in their education system. From fully integrating them as soon as possible in regular classes to developing a total parallel school system. I will show which national institutional arrangements impede or help children to become successful in school. This includes access to compulsory school, access after compulsory school age, welcome or immersion classes, second language education and tracking mechanisms.

García, Leyda – UCLA (USA)



Bio. Leyda W. Garcia was born in Guatemala and immigrated to Los Angeles in 1986. She attended public schools in Los Angeles. She graduated from Stanford University with a B.A. in Psychology and a M.A. in Education. She obtained her M.Ed. in Educational Leadership from the University of California, Los Angeles. She has been a teacher, program coordinator, instructional coach and administrator in the K-12 system for twenty years. As the principal of the UCLA Community School, she strives to redefine public schooling by creating powerful teaching and learning spaces for children, families, teachers and community partners. She is a doctoral student at Loyola Marymount University in Los Angeles.

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Title: *Unaccompanied minors: Our most vulnerable newcomer students*

Abstract. Recent news reports make it hard to ignore the issue of unaccompanied minors entering the United States and the impact on schools and communities across the United States. According to figures provided by the Office of Refugee Resettlement, more than 200,000 unaccompanied minors were apprehended at the US-Mexico border between 2012 and 2017 (Office of Refugee Resettlement, 2017). These minors have suffered tremendous traumas both at their countries of origin which include Guatemala, El Salvador and Honduras, and through their journeys as they make their way to the United States Border (Acuña & Escudero, 2016). Their needs are complex and substantial. At the UCLA Community School in Los Angeles, educators are actively seeking ways to address both the academic and socio-emotional needs of these students. This presentation focuses on (1) the journeys of these students to the United States, and (2) how the school is responding to support them and 3) what students are sharing about their goals and aspirations.

Georgi, Viola B. – Universität Hildesheim (Germany)



Bio. Prof. Dr. Viola B. Georgi holds the chair for Diversity Education at the University of Hildesheim (Germany). She is the founding director of the *Center for Educational Integration* at the University of Hildesheim. Prior to this position, she was an associate professor for Intercultural Education at the Free University Berlin. She has worked as a research assistant at the Department of Sociology and Education at Goethe-University Frankfurt and the Center for Applied Policy Research at Ludwig- Maximilians University in Munich – always with a (comparative) focus on migration issues in Germany, Europe and Northamerica. Georgi has profound international research experiences in the area of migration and integration, among others at Harvard University (USA), the University of Bristol (England), Sabanci University (Turkey), York University in Toronto (Canada), Uppsala University (Sweden) and UCLA (USA). Her research focuses on human rights education, diversity studies and citizenship education, migration, memory studies, educational media and textbook-analysis as well as intercultural school development and teacher education. She is a member in a number of research commissions and boards and is engaged in various government and civil society initiatives within the field of migration and education as well as in migration policies in Germany (i.e. the German Council of Migration and the Expert Council of German Foundations on Integration and Migration).

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Title: *Teachers working with refugee student in Germany*

Abstract. Germany has accepted over a million refugees between 2015 and today. Hence the structural and social inclusion of these newly arrived refugees is at the center of German integration policy. Children, adolescents and young adults make up a substantial proportion of the refugees who have come to Germany in recent years. More than 6 out of 10 asylum applications were filed by persons under the age of 25. Thus the integration into the education system plays a key role. The talk will elaborate on the history of Germany as an immigration country including the educational reaction to migration and present the most recent data on the educational participation of young refugees from kindergarden, school, vocational training to higher education. The presentation will also outline and critically evaluate measures and strategies of supporting the educational biographies of refugees. The conclusion will depict remaining and future challenges of (educational) integration in a highly segregated German school system.

Heide, Markus – Uppsala University (Sweden)



Bio. Markus Heide is associate professor at the Swedish Institute for North-American Studies (SINAS) at Uppsala University. His recent research concentrates on Inter-American relations (USA, Canada, Mexico) and the US-Mexico border (history and current situation). In this context he co-edited *Hemispheric Encounters: The Early United States in Transnational Perspective* (2015) and published contributions on border film, border art, and “narcocorridos” in academic journals in the US and Europe. In 2017 and 2018 he is visiting research fellow at the Center for Iberian and Latin American Studies (CILAS) at UC San Diego where he works on his project on *The US-Mexico Borderlands as Contested Space: Film, Art, and Popular Culture*. In 2018 he received a collaborative 3-year European research grant on *Hospitality and Film* that concentrates on the use of visual representation of refugees in teaching practices.

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Title: *Hospitality in European film: Migrants/refugees and teaching practice*

Abstract. I will introduce a research collaboration that explores how films about refugees in different national contexts and how such films can be employed in political education. The project stems from three premises: the first is that the need to rethink Europe situates the ancient virtue of hospitality at the centre of the critical debate, for hospitality structures the ways in which we look at the Other; the second is that film analysis gives a particular relevance to the hospitality framework. Films provide exceptional material to assess the visibility/invisibility of the migrant, his or her in/audibility, as well as the techniques of surveillance that are part of the “hostipitality”, to use Derrida's term, that awaits the foreign Other; the third is that bringing the discussion of films into the classroom is transformational and will provide new opportunities for teaching and learning experiences. Discussing Swedish and German productions, I will critically reflect on some of the premises of our research collaboration, such as: “It is our belief that exposing university students to hospitable or inhospitable encounters in a corpus of films will promote critical thinking, and will allow them to rethink the meaning of immigration in contemporary Europe. The encounter with different characters, languages or accents will take students out of their comfort zones and will promote values such as empathy and solidarity. Film analysis will contribute to the students’ understanding of the myriads of circumstances that make people migrate. It will help them to reassess words such as migrant and illegal, and their frequent negative connotations in the media and political campaigns.”

Heymann, Jody – UCLA (USA)



Bio. Jody Heymann, MD, PhD is Distinguished Professor of Health Policy and Management at the UCLA Fielding School of Public Health, Distinguished Professor of Public Policy at the Luskin School of Public Affairs, and Distinguished Professor of Medicine at the David Geffen School of Medicine. Heymann serves as Founding Director of the WORLD Policy Analysis Center. An unprecedented effort to improve the level and quality of comparative law and policy data available to decision makers, researchers and the public, WORLD examines over 1500 aspects of educational, economic, health and social policies in all 193 UN countries. Heymann has worked with leaders globally as well as a wide range of intergovernmental organizations including the World Health Organization, the

International Labor Organization, the World Economic Forum, UNICEF and UNESCO. Heymann was elected to the US National Academy of Medicine and the Canadian Academy of Health Sciences. She served as Dean of the UCLA Fielding School of Public Health from 2013-2018.

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Title: *Legal rights of refugees and immigrants in 150 Countries: How they shape the lives of children, youth, and their parents*

Abstract. The lives of refugee children, youth and their families are shaped by how they are treated by the countries in which they land. While nearly all countries have signed international agreements guaranteeing basic rights to refugees, far fewer have signed conventions guaranteeing rights to all immigrants and many have not taken even the first steps to implement these agreements: passing legislation and enacting policies to translate these commitments into national action. At the WORLD Policy Analysis Center, we are carrying out a global study to look at legal rights in 150 countries for refugees and a wide range of other immigrants. We have been looking at how these laws shape whether families can stay together, which children and youth can be with their parents, who is able to get an education, who is able to work and whether there is a pathway to permanent residency and citizenship, if desired. I will present initial findings in this talk. While legal rights alone are not enough, and implementation that is committed to equality is essential, in countries without legal rights there is far less recourse than in countries with legal rights for families to be together, children and youth to attend school, and adults to earn a living.

Kia-Keating, Maryam – University of California, Santa Barbara (USA)



Bio. Dr. Maryam Kia-Keating is an Associate Professor of Clinical Psychology at University of California, Santa Barbara and a Licensed Clinical Psychologist. Her research examines risk and resilience in the context of exposure to violence, stress, adversity, and other potentially traumatic events. She utilizes community-based participatory research to empower refugee, immigrant, and other vulnerable communities towards social action to prevent and reduce health disparities. She served on the American Psychological Association Task Force on the Psychosocial Effects of War on Children and Families who are Refugees. Her research is funded by the National Institutes of Health.

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Title: *Resilience and participatory approaches with refugee youth and communities in resettlement*

Abstract. As unprecedented numbers of refugees are displaced globally, it is critical to better understand factors related to post-migration health and mental health. Assessing refugee needs from a primarily deficit approach leads to research investigations and programs that are narrow and inadequate in their perspective and reach. Taking a traditional ‘expert-outsider’ role in the provision of services often excludes important psychocultural elements impacting outcomes in resettlement, and fails to capitalize on refugee community strengths. In contrast, shifting to a ‘solution-partner’ role, and utilizing participatory, human-centered, and empowerment approaches, provides opportunities to distill collective, local knowledge about the social determinants of health disparities for refugee communities, and generate “insider” solutions to their own defined and identified needs in resettlement. Participatory approaches can help to target contextual and macro-level issues that are impacting refugee well-being in resettlement. Working in partnership with refugees ensures attention to community strengths and resilience, and can both draw from and help support the development of protective and promotive factors to inform policy and prevention efforts. Engaging with refugee youth and communities as equitable partners builds their agency to move towards social action and to help lead the efforts in reducing disparities and supporting resilience in resettlement.

Koizumi, Hideaki - Engineering Academy (Japan)



Bio. He is Director of the International Council of Academies of Engineering and Technological Sciences (CAETS), Executive Vice President of the Engineering Academy of Japan (EAJ), Member of the Science Council of Japan (Cabinet Office), and Fellow and Corporate Officer of Hitachi, Ltd. He is recognized worldwide as an early proponent and major advocate of the new trans-disciplinary field of Mind-Brain Science. KOIZUMI received his B.Sc. in 1971 and joined the Hitachi Group. He was conferred his Ph.D. in Physics for the invention of the Polarized Zeeman Effect Atomic Absorption (PZAA) Spectroscopy in 1976, from the University of Tokyo, Japan. His many research contributions span from environmental measurement based on the invention and practical application of PZAA Spectrometry, to the inventions of non-invasive medical imaging such as MR angiography and Optical Topography through to the development of Japan’s first superconducting magnet MRI equipment and the real-time observation of brain functions using functional MRI and Optical Topography.

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Title: *Education that child refugees need*

Abstract. It moves our heart when we see child refugees sharing, albeit reluctantly, their scarce food with another starving refugee. Ongoing research in developmental, cognitive and behavioral neuroscience has revealed that “altruism,” or wanting to do something good for others (a desire that humans possess innately), is seen early in young children. Education for refugees should begin with bolstering this “warmheartedness” despite refugees’ harsh and stringent environment. Moreover, to continue to live in a foreign country, it is important to learn the local language. The OECD’s research on immigrants reveals a high correlation between immigrants’ L2 (second language) ability and their post-immigration living standard and/or social status. This research result led to the OECD’s official program “Globalization and Linguistic Competencies,” and its first international conference—the “OECD Japan Seminar “Globalization and Linguistic Competencies”—was held in Tokyo in 2008. The issue of language is a delicate and touchy problem in international politics. To address this challenge, a publication with a title similar to that of the conference was issued by the OECD in 2012, thanks to the passionate work of Dr. Bruno della Chiesa and cooperation from Prof. Noam Chomsky of MIT and others. We believe that “language competency to be able to use the local language in one’s new place” is the key to solving the issues of immigrants and refugees, especially their living conditions and independence. The intra-brain neuroscientific mechanism

related to the acquisition of an L2 (second language) is gradually being uncovered. To cope with our current serious refugee problems, it could be necessary to apply our existing knowledge from the sciences and the arts to actual situations as quickly as possible instead of waiting for the complete unveiling of such a brain mechanism. The neuroscientific mechanism, as well as knowledge of the relationship between language and music (especially vocal music), which is truly felt and confirmed in our body at educational sites or via performances, needs to be reflected simultaneously and quickly in scientific research. A 3D virtual robot with AI (Linguaroid/Linguabot) or a smartphone app utilizing this knowledge is regarded as a phonetics-based L2 acquisition method. In addition, we believe that this method could contribute to keeping minority languages and cultures from extinction. Giongo or Gitaigo (Onomatopoeia) was not considered important in Saussure's theory of language, which was based primarily on the principle of "arbitrary connection between sound and its meaning." Recently, however, onomatopoeia has attracted interest from many linguists, musicologists and informatics researchers. Author thinks that onomatopoeia could bring forth common perceptions or coordinates to two different entities of a self and someone else. Onomatopoeia is regarded as the starting point of a language from the perspectives of the natural sciences and the arts. Collaboration among natural scientists, artists and linguists is believed to be important for L2 learning and education.

Lazo, Georgia Ann – UCLA Lab School (USA)



Bio. Dr. Lazo earned her Bachelor of Arts in English from the University of California, Irvine and a Masters in Clinical Psychology from Pepperdine University. Dr. Lazo also received a Masters and a Doctorate from the University of California, Los Angeles. She brings with her 28 years of experience as a teacher, counselor, and administrator. She is the founding Principal of the UCLA Community School in Los Angeles which has a focus on civic engagement. In 2011, Dr. Lazo received La Opinion's Mujer Destacada Award in Education. Mostly recently, Dr. Lazo served as a Director for LAUSD, supervising 15 principals and overseeing curricular and outreach programs for over 10,000 students, including many refugees from Guatemala, El Salvador, Honduras and Mexico. She is also a lecturer in UCLA's Principal Leadership Institute where she co-teaches a course in democracy and accountability. Currently, Dr. Lazo is Principal of the UCLA Lab School. Outside of work, she enjoys running, traveling, and attending outdoor concerts and sports events.

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Title: *Serving migrant and refugee children and families*

Abstract. Trust, voice, and agency are central components that are critical for cultivating civically engaged students and families. Active and non-judgmental listening is key for building trust with the refugee student and her family. Supporting them to share their stories, their voice, helps foster confidence to participate in democratic settings. Dr. Lazo will share cases of successful high schools in Los Angeles, California, with the highest numbers of migrant and refugee youth, primarily from Central America. Administrators in the focus schools have a mind-set of "servant leadership" and believe their role is to create support systems that adapt to the needs of the refugee student. They work collaboratively with civic and community partners to leverage resources into the schools and to facilitate direct student and parent voice in decision-making. The school leaders also facilitate peer-support networks to maintain regular school engagement, beyond attendance alone, to develop a sense of agency among the migrant and refugee student and family. They enact their work as servant leaders by fostering school activities to develop students' self-awareness and identity as participants in civic life. Parents are treated as co-participants in students' education. They are welcomed to the school community as co-learners with

regular opportunities for trainings and workshops that are designed with their voiced needs. The refugee student and family are valued and nurtured by the school community and are seen as active participants in school and civic life.

Lelie, Frans – Free University of Amsterdam (Netherlands)



Bio. Frans Lelie is a fellow at the department of Sociology at the Free University in Amsterdam. A social worker by training, she has worked with women and their families with a migration background. In the last fifteen years she has worked on the topic of education of the children of immigrants. She was the project manager and web-master of two major international projects: the TIES project (The Integration of the European Second generation) and the ELITES, Pathways to Success project. For the 'ELITES: Pathways to Success' project, she produced five short movies looking at role models belonging to the successful second generation from the TIES survey, telling about their pathways to success in Belgium, France, Germany and The Netherlands: <https://www.elitesproject.eu/educational-kit>. Currently she is the project manager for the ERC advanced grant project Becoming a Minority (BAM) on the integration of people of native descent in majority minority cities in Europe. Next to this she is a match maker in the project Takecarebnb, matching refugees, who obtained a status but are still waiting in the asylum seeker centres for a house, to families willing to host someone who wants to connect and contribute in this direct way to the integration of refugees in the host society.

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Title: *How school system differences affect the incorporation of refugee children in education in Europe, the Middle East and Turkey*

Abstract. Over the past few years many refugee children found their way from war-torn countries, alone or together with their families, to neighboring countries in the Middle East, to Turkey or to Europe. In this presentation we will compare how refugee children are incorporated into school systems both in Europe (Sweden, Germany and Greece) and outside Europe (Turkey and Lebanon). The five countries each represent very different responses to receiving children in their education system. From fully integrating them as soon as possible in regular classes to developing a total parallel school system. I will show which national institutional arrangements impede or help children to become successful in school. This includes access to compulsory school, access after compulsory school age, welcome or immersion classes, second language education and tracking mechanisms.

Majdalani, María Lourdes – Fundación Majdalani (Argentina)



Bio. Maria Lourdes (Lula) Majdalani has a Degree in Political Science and International Relations from the Argentinian Catholic University (UCA), and a Master Degree in Education -concentration in Mind, Brain and Education- from Harvard University. She has directed the Center for Moral Development of the Majdalani Foundation for the past 20 years, an entity dedicated to research on the moral and emotional development of children, adolescents and adults. She co-designed the *Values Project* for children, a project designed to be implemented in the classroom by teachers. She has been a lecturer in workshops for teachers and parents on moral development and education. She wrote and published several articles on issues related to moral and emotional education. She runs the *E-Classis* virtual platform, meant to train teachers and parents on emotional issues, moral conflicts and educational

practices. Since 2003, together with Dr. Antonio Battro, she has organized the Schools of IMBES - International Mind, Brain and Education Society - at the Ettore Majora Foundation and Centre for Scientific Culture, in Erice (Sicily) with scientists and educators from all over the world.

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Rinaldi, Carla – Fondazione Reggio Children (Italy)



Bio. Professor Carla Rinaldi is the recipient of the 2015 LEGO Prize and Adelaide (Australia) Thinker in Residence 2012–2013. She has been the President of Reggio Children since 2007 and is the first President of the Reggio Children – Loris Malaguzzi Centre Foundation. She is Professor at the Department of Education and Human Sciences at the University of Modena and Reggio Emilia. She worked side-by-side with Loris Malaguzzi, from 1970 until his death in 1994 in the municipal infant toddler and preschool system of Reggio Emilia, where she was the first pedagogical coordinator. She has been working as pedagogical/scientific consultant for Reggio Children, since 1994, following the supervision of all Reggio Children initiatives. She was responsible for research projects in collaboration with Harvard University, the University of New Hampshire and the University of Milan – Bicocca. Professor Rinaldi has been vice-president of the Gruppo Nazionale Nidi-Infanzia (National Early Childhood Association) and has had tenures as visiting Professor at the Webster University (St. Louis, Missouri) and at the Colorado University (Boulder, Colorado). From 2004-2007, Carla Rinaldi was a member of the Reggio Emilia City Council. In 2007 and 2008, Carla Rinaldi was appointed as a consultant in several different Commissions of the Italian Ministry of Education. Carla Rinaldi has been a speaker at numerous seminars and conferences in Italy as well as in Europe, the United States, Australia and Asia. In 2011 she was invited to participate in the Presidential Conference on Early Childhood Education and Care (ECEC) “Excellence and Equity in Early Childhood Education and Care”, Budapest. In 2010 she participated in the UNESCO World Conference on Early Childhood Education and Care “Building the Wealth of Nations”, Moscow. Professor Rinaldi lectures frequently on the Reggio Emilia experience, and has published many articles, chapters, and books in Italian and English.

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Title: *Reggio Emilia: a pedagogy for the 21st Century*

Abstract. Twenty years ago, Jerome Bruner said that a Reggio Emilia Preschool “is a special kind of place, one in which young human beings are invited to grow in mind, sensibility, and in belonging to a broader community. It is a learning community, where mind and sensibility are shared” (1998). For all these years we kept believing and fostering the idea that humans’ ability to shift from one kind of intelligence to another, from an expressive language to another, is not only an ability to be found in individuals, but is a capacity that involves the tendency to interact among many minds. Nowadays the concept of the extended mind is becoming more and more relevant in the scientific community, but we started to develop similar concepts by observing children’s work and interaction. In Reggio Emilia there are 17.000 immigrant minors, the 24% of the entire immigrant community. The minor immigrants account for the 20% of the minors in Reggio Emilia: this means that 1 out of 5 children is an immigrant. This surely is a great challenge, and we believe that by documenting children and adults’ learning processes we can still discover many unknown aspects of human mind. Moreover, from children’s inborn predisposition to welcome the representations and theories of others, by becoming capable to recognize and value others’ languages through the “pedagogy of listening”, we can contribute to create a community where children and adults become the

protagonists of educational, cultural and political choices and therefore develop pedagogy for the 21st century.

Lipina, Sebastián J. – Unidad de Neurobiología Aplicada (UNA, CEMIC-CONICET) (Argentina)



Bio. Sebastián Lipina (PhD), is Director of the Unit of Applied Neurobiology (UNA, CEMIC-CONICET), Professor of Social Vulnerability and Cognitive Development at the National University of San Martín (UNSAM), and Researcher of the National Council of Scientific and Technological Research (CONICET). Sebastian is a developmental psychologist working in the field of environmental impacts on cognitive and emotional development at different levels of analysis. The current research projects under his direction focuses on the analysis of poverty influences on cognitive development and the design of interventions aimed at optimizing children's cognitive performance through exercising and training in laboratory, school and community settings. As part of his work in the area of poverty and child development, he works as consultant for PAHO, UNDP, UNICEF and several Ministries of Health, Education and Social Development in different Latin American countries. He is member of his institutional IRB (CEMIC), the Committee of Interdisciplinary Studies of the SRCD and Volunteer Researcher of the American Association for the Advancement in Science (AAAS).

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Title: *Welcome*

Pérez-Alfaro, Marcelo – Interamerican-Development Bank (USA)



Bio. Marcelo Pérez Alfaro is a Leading Specialist in Education at the Inter-American Development Bank (IDB). He joined the Bank in 2003 and worked in the Country Offices of Suriname, Ecuador, Brazil and Uruguay, as well as developing projects and policy dialogue in Chile, Argentina and the Dominican Republic. He has extensive experience in the leadership and management of strategic and budgetary planning of large social programs and agencies such as the National Social Security Administration and the

National Institute of Social Services for Retirees and Pensioners of Argentina. Marcelo holds a Master's Degree in Public Administration from the Kennedy School of Government at Harvard University, a Postgraduate Diploma in Economics from the Di Tella Institute and a BA in Economics from the Catholic University of Argentina. Reading and doing sports are other of his passions, in addition to public policy and education.

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Title: *Challenges for education systems of migration in Latin America and the Caribbean*

Abstract. Key Public Policies: Education: challenges and readiness Abstract. It will provide an overview of education in Latin America with its challenges and possibilities, emphasizing on 4 basic issues: coverage, school progression, learning and skills. In this sense, it will be shared how new technologies and pedagogies can contribute to an inclusive and quality education. Based on these premises, it will be related how the migrations that are taking place in LAC pose additional challenges to those already existing for LAC education systems.

Strauss, Sidney - Tel Aviv University (Israel) and Amrita University (India)



Bio. My doctorate and post-doctorate were completed at Berkeley in the mid to late 1960s after which I immigrated to Israel in 1969 where I taught and researched at Tel Aviv University until 2008. There I was the first incumbent of the Branco Weiss Chair of Research in Child Development and Education. I also served as Chief Scientist of the Ministry of Education from 2005-2008. I was the first Israeli to be elected as a foreign affiliate of the National Academy of Education (USA). My area of specialization is cognitive developmental psychology. In the last twenty years I have been researching

teaching from a cognitive sciences perspective, writ large.

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Title: *Israel: From being immigrants to immigration policies*

Abstract. I was asked to talk about Israel's immigration policy. I do so against the backdrop of a 3,000-year odyssey of Jewish immigration until the State of Israel was created. I show the enormous complexity of creating a country made up of many immigrants. Israel has never had a single immigration policy. There are immigration policies. And the tragedy of modern-day Israel can be seen through the prism of these policies. From there I briefly recount my own personal trek as an immigrant to Israel from the United States that began half a century ago. I voluntarily and enthusiastically immigrated to Israel out of an ideological commitment. I was welcomed with open arms. But the strain and pain of being an immigrant were not lost on me. I recount some of the stress that was my lot as an immigrant. This, of course, was a piece of cake compared to the stresses of refugees who leave their countries to flee war, famine, political discrimination and threats of death. And, time permitting, I present ideas about ways we can harness humans' natural abilities to teach so as to encourage peer teaching among children and among adults for the betterment of those in overcrowded immigration and refugee camps around the world.

Sommer, Doris – Harvard University (USA)



Bio. Doris Sommer, Director of the Cultural Agents Initiative at Harvard University, is Ira and Jewell Williams Professor of Romance Languages and Literatures and of African and African American Studies. Her academic and outreach work promotes development through arts and humanities, specifically through "Pre-Texts" in Boston Public Schools, throughout Latin America and beyond. Pre-Texts is an arts-based training program for teachers of literacy, critical thinking, and citizenship. Among her books are *Foundational Fictions: The National Romances of Latin America* (1991) about novels that helped to consolidate new republics; *Proceed with Caution when Engaged by Minority Literature* (1999) on a rhetoric of particularism; *Bilingual Aesthetics: A New Sentimental Education* (2004); and *The Work of Art in the World: Civic Agency and Public Humanities* (2014).

Sommer has enjoyed and is dedicated to developing good public school education. She has a B.A. from New Jersey's Douglass College for Women, and Ph.D. from Rutgers University.

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Title: *Pre-texts: A global weave of learners*

Abstract. Pre-Texts works anywhere to promote Literacy, Innovation, and Citizenship, because the approach combines a neutral protocol for making art with the content of your choice, including curricular requirements. Participants decide on interpretive art forms (often recovering local traditions), so that difficult or boring material becomes mere stuff for rap, dance, menus, murals, fashion, theater, etc. They

have fun and even take revenge on a text, which means a weave whose threads can loosen and tie up in different ways. In the process, students read deeply, practice critical distance, make personal connections, and admire the diversity of results among classmates. Simple and profound, Pre-Texts develops three interlocking areas of human development - cognitive, creative, socio-emotional – in activities that seasoned educators find familiar. People learn through play, after all; and pleasure is a condition [also an effect] of real learning. We ignore these traditional observations, confirmed by neuroscience, when pedagogies focus on one or another dimension of development. But Pre-Texts, in the tradition of John Dewey, Maria Montessori, and Paolo Freire, demonstrates how naturally and productively literacy, innovation, and citizenship go together and achieve the holistic education that the 21st century demands.

Theoni Stathopoulou – National Centre for Social Research (Greece)



Bio. Theoni Stathopoulou is sociologist, research director at the National Centre for Social Research (EKKE) in Athens, Greece with extensive experience on survey methodology. She serves at the Sectorial Scientific Council for Social Sciences of the National Council for Research and Innovation, the supreme advisory body for the formulation and implementation of the national policy for Research in Greece and at the Hellenic Foundation of Research and Innovation. She is alternate representative of the European Statistical Advisory Committee (ESAC) at the Hellenic Statistical Advisory Board of the Hellenic Statistical Authority. In 2016, she conducted the first survey in the refugee camps in Greece in collaboration with the Norwegian University of Science and Technology and a pilot study on Unaccompanied Minors in collaboration with the Harvard Program in Refugee Trauma. She is guest-editor of a special issue on the European Refugee Crisis (forthcoming in the Journal of Refugee Studies).

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Title: *Refugees and unaccompanied minors in Greece*

Abstract. Greece has been the main reception country for forcibly displaced people in 2015, the biggest population movement in history after the Second World War. The lecture will focus on the early phase of settlement in Greece, after the EU-Turkey agreement in March 2016 that has led to the entrapment of more than 60.000 of refugees in the country under the most unfavorable conditions. Drawing upon the empirical findings of research conducted by the National Centre for Social in Greece, in the summer of 2016, in six refugee camps across Greece, and five shelters for unaccompanied minors in Athens greater area, the lecture will focus on the complex trauma of the refugee population as well as the methodological and ethical challenges that arise from surveying highly diverse in terms of culture and language, traumatized and vulnerable people in unstable and emergency conditions.

Strom, Adam – UCLA (USA)



Bio. Adam Strom is the Director of Re-Imagining Migration, an organization whose mission is to ensure that all young people grow up understanding migration as a fundamental characteristic of the human condition, in order to develop the knowledge, empathy and mindsets that sustain inclusive and welcoming communities. The educational resources developed under Strom's direction have been used in tens of thousands of classrooms and experienced by millions of students around the world including *Stories of Identity: Religion, Migration, and Belonging in a Changing World* and *What Do We Do with a Difference? France and The Debate Over Headscarves in Schools, Identity, and Belonging in a Changing*

Great Britain, and the viewer's guide to I Learn America. Before joining helping to found Re-Imagining Migration, Strom was the Director of Scholarship and Innovation at Facing History and Ourselves.

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Title: *Engaging all learners*

Abstract. The global refugee crisis, and the failure of the international community to reach consensus on effective ways to respond is emblematic of larger challenges individuals, communities, and nations face in response to the civic dilemmas associated with migration. While many of the discussions about educational interventions in this current moment focus on the education of the refugee communities and migrant youth, both short and long-term solutions require reimagining education for all young people. Despite increasing numbers of displaced and migrant-youth, and the difficult circumstances they face, many adults that serve them do not understand them or feel ill-prepared to serve their needs. Moreover, prevalent xenophobia, stereotypes, and myths about migrants has found its way into mainstream political discourse around the world, making civil deliberation about issues related to migration difficult. Research in the United States demonstrating the negative effects of political polarization on the social and emotional well-being and academic achievement of all students can serve as a warning that schools do not exist in isolation from the larger world. Therefore, solutions to the issues associated with the refugees, migrants, and immigrants, must involve engaging all learners.

Suárez-Orozco, Carola – UCLA (USA)



Bio. Carola Suárez-Orozco is a Professor of Human Development and Psychology at UCLA and is the co-founder of Re-Imagining Migration. Her books include: *Children of Immigration* (Harvard University Press), *Learning a New Land* (Harvard University Press), as well as *the Transitions: The Development of the Children of Immigrants* (NYU Press). She has been awarded an American Psychological Association (APA) Presidential Citation for her contributions to the understanding of cultural psychology of immigration, has served as Chair of the APA Presidential Task Force on Immigration, and is a member of the National Academy of Education.

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Title: *A compassionate perspective: Re-Imaging migration*

Abstract. Across all OECD nations, on average, one quarter of all children have an immigrant parent. Settings charged with serving immigrant origin children and youth —schools, libraries, museums, and other civic and public institutions, are often found wanting. Many professionals in these settings often misunderstand immigrant origin children and youth; yet others feel they are unprepared to serve their needs. Concurrently, decidedly uncivil conversations are occurring in political and media arenas with ripple effects for these children and youth, their families and their peers as well as those who work with them. How can educators take on a compassionate, resilience-based perspective for serving these children and youth? In this paper I present a series of strategies employed by Re-Imagining Migration to develop the knowledge, empathy and mindsets that sustain inclusive and welcoming learning communities. The intent of this work is to foster healthy climates of learning by providing engaging topics of conversation and deep project-based learning that address students' *present* realities as well as their *future* while providing tangible opportunities to bring in *historical* and *cross-national* conversations. The work is focused on bridging the empathy gap by providing learning opportunities through the fostering of the critical social emotional skill building of *perspective taking*.

Suárez-Orozco, Marcelo – UCLA (USA) and Pontifical Academy of Sciences, Vatican



Bio. Marcelo Suárez-Orozco is the inaugural UCLA Wasserman Dean of UCLA's Graduate School of Education & Information Studies. His research focuses on cultural psychology and psychological anthropology, with an emphasis on migration, globalization, and education. His award-winning books have been published by Harvard University Press, Stanford University Press, University of California Press, Cambridge University Press, New York University Press, and others. His scholarly papers, in a range of disciplines and languages, appear in journals including Harvard Business Review, Harvard Educational Review, Revue Française de Pédagogie (Paris), Cultuur en Migratie (Leuven), Temas: Cultura, Ideología y Sociedad (Havana), Ethos, The Journal of the American Academy of Arts and Sciences, Harvard Policy Review, and others. He regularly contributes to national and international media outlets including The New York Times, The Economist, The Washington Post, The Los Angeles Times, Time, Newsweek, U.S News and World Report, The Huffington Post, CNN, NPR, CNN Español, MSNBC, and many others. A member of the American Academy of Arts and Sciences Governance and Trust Board, the National Academy of Education, a Trustee of the Carnegie Foundation for the Advancement of Teaching, and recipient of Mexican Order of the Aztec Eagle, Dean Suárez-Orozco has served as Special Advisor to the Chief Prosecutor, The International Criminal Court, The Hague, The Netherlands. At Harvard, he served as the Victor S. Thomas Professor of Education and Culture, Co-Founder and Co-Director of the Harvard Immigration Projects, and founding Member of the Executive Committee of the David Rockefeller Center for Latin American Studies. At NYU he served as the inaugural Courtney Sale Ross University Professor of Globalization and Education. Dean Suárez-Orozco has held fellowships at Stanford's Center for Advanced Study and Princeton's Institute for Advanced Study. He has been Visiting Professor at the École des hautes études en sciences sociales (EHESS, Paris), the University of Barcelona, Catholic University of Leuven and has lectured at the German Foreign Office, the Mexican Foreign Office, the Spanish Foreign Office, The Vatican, US Congress, the UN, and Davos, and others. An immigrant from Argentina he is product of the California Master plan having studied in Community College and at the UC Berkeley where he received his A.B (Psychology), M.A. and Ph. D. (Anthropology, 1986). In January of 2018 His Holiness Pope Francis appointed Dean Suárez-Orozco to the Pontifical Academy of Social Sciences and on July 4th, 2018 he was named 'A Great Immigrant/Great American' by the Carnegie Corporation of New York.

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Title: *Children and youth in the catastrophic migrations of the 21st Century*

Abstract. Catastrophic migrations are placing millions of human beings at grave risk. In the first quarter of the twenty-first century, the world witnessed the largest number of forcibly displaced human beings in history: while precise numbers are both elusive and changing, UN data report that more than sixty-five million people are escaping home into the unknown (UNHCR 2018). The face of the catastrophic migrations of the 21st Century is youthful. Worldwide one in every 200 children is a refugee, almost twice the number of a decade ago. According UN figures in 2015 there were 28 million children forcefully displaced. Another 20 million children were international migrants. Their combined number is now larger than the populations of Canada and Sweden put together. Millions of children are internal migrants. In China alone an estimated 35 million children are internal migrants. Data show that in the 21st Century, even under the best of circumstances, migrations separate family members and disrupt familial bonds. This paper endeavors to identify needs as well as new models to best address the physical and mental health, legal protections, education, and well-being of asylum seekers, refugees, and irregular migrant children and youth in varied destinations.

Symons, Carrie – Michigan State University (USA)



Bio. Dr. Carrie Symons is an Assistant Professor of Literacy and Language in the Department of Teacher Education at Michigan State University. Her research explores the relationship between classroom teachers' instructional practices and immigrant-origin youth's literacy and language development in multilingual contexts. Formerly an elementary classroom teacher of 10 years, Carrie prioritizes the building of long-term, mutualistic, research-practice partnerships with local community organizations, schools, and teachers. In collaboration with these critical partners, she aims to identify what teachers need to know to effectively facilitate immigrant-origin youth's learning across content areas and how this linguistically responsive pedagogical knowledge is best developed. Her research has been

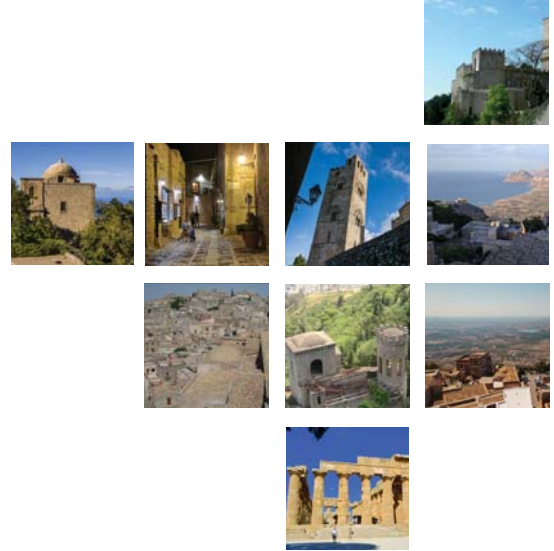
funded by the American Educational Research Association and the International Literacy Association, and her work has been published in the Michigan Reading Journal, Linguistics and Education, and Learning and Instruction.

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Title: *Improving instruction for immigrant-origin youth through research-practice partnerships*

Abstract. Due to the unprecedented displacement and migrations of people around the world, schools have become more culturally and linguistically diverse than ever before. But many classroom teachers remain unprepared to provide culturally and linguistically responsive instruction for immigrant-origin youth (referred to from here on as youth). An issue of this magnitude and urgency requires researchers, practitioners, and community members to work together. In this presentation, I will share ways in which I am working toward developing new instructional practices that support youth's learning, and explain how adopting a research-practice partnership approach has created opportunities for mutualistic professional learning with teachers across university, community, and school contexts. In collaboration with a local community-based organization, the Refugee Development Center (RDC), my university-based team and I have been investigating how teachers learn to enact culturally and linguistically responsive instruction. Most recently, I facilitated an eight-day Reading Lab with 60 middle and high school youth from the RDC's summer day camp. While I taught, a group of critical thought-partners (three K-12 teachers, a higher ed colleague, and doctoral students) observed and took observation notes. I will use video, audio, and written artifact data gathered during the Reading Lab project to describe how my teaching was shaped by observational feedback, critical reflections and conversations, and formative assessments of youth's learning. I argue that taking a laboratory approach to learning how to teach immigrant-origin youth—and critically examining the assumptions we hold—can disrupt deficit perspectives, humanize teaching and learning, and create spaces for the cultivation of innovative instructional practices that can advance youth's reading comprehension and language development.



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