

Unawareness and Unequippedness in Educational Structures for the Struggles of Recently Arrived Families

An Interdisciplinary Study with Parents on Inclusion

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ZENTRUM FÜR INKLUSIONSFORSCHUNG BERLIN (HU):
**JAHRESTAGUNG „RÄUME UND GRENZEN DER
INKLUSION: INTERDISZIPLINÄRE
FORSCHUNGSERGEBNISSE“**

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Exclusion risks? - Context

- High dropout rate of students without a German nationality in Thuringia, with **47%** in 2016. (INSM 2017), the highest in Germany (average: 18%).
- Project “Weltoffen Lernen”: talked with teachers and headmasters, but not with (concerned) students and parents. Focussed on: alleged *cultural* issues

Content

- Research Question
- Methods & Situatedness
- Reflection on own Positionality
- Preliminary Analysis & Interpretation
- Conclusion & Meaning

What do we see,
if we look at the
border from the other
side?*



Picture by: Shahram Khosravi
Pierced steel planks as balcony railing
Bakhtari, Southwestern Iran

PROF. SHAHRAM KHOSRAVI (2019)

* Ablelist perspective

Research Question

What is the nature of the experiences that recently arrived parents (subjected to the German asylum and migration system) in eastern Germany encounter, when interacting with the German school system regarding their children's education?

Methods and Situatedness

- Interviews: 11 semi-structured (& interlocutors-led) with 13 parents
 - Location: In cities in Thüringen and Sachsen-Anhalt
 - Contact: Through snowball effect, schools and organizations (Kindersprachbrücke, Thüringer Flüchtlingsrat)
 - Both in Arabic, Dutch, English, German, Kurdish, Persian and Turkish (partially with translation)
 - Parents subjected to German Asylum and Migration system, with a refugee experience.
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- Transcripts of the interviews
 - Reflexive Thematic Analysis (Braun & Clarke 2021)

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Reflection on own Positionality

- Background in Cultural Psychology and Cultural Anthropology (University of Amsterdam)
- Topics: ..., Political Anthropology of the State, Border Studies and Asylum Bureaucracy.
- Positivism vs. Constructivism, Quantitative vs. Qualitative
- Privileged Citizenship: Dutch: secure, rich, easy mobility, Schengen entrance etc.
- Othering experiences

Parent Involvement

- Mainstream practices of “Parent Involvement” marginalize *linguistically, culturally, and socio-economically diverse* (LCSD) parents. (Doucet 2011, 404)
- Framed from a **deficit perspective** by teachers and in literature (Calabrese Barton et al. 2004; de Carvalho 2001; Lightfoot 2004; O’Connor 2001, *in*: Doucet 2011, 404)
- “Results show that overall teachers (from different school levels and different countries) hold negative implicit attitudes toward ~~“ethnic minority students,”~~ which play an important role in affecting the academic path of these groups of students.” (Costa et al. 2021)
- “[...] by making [w]hite middle class the standard of comparison, and by not including ethnic diversity in the structures of schooling, some educators perpetuate a tacit structural classism and racism” (Christianikas 2011, 159)

Language as an Exclusion Mechanism

Mutter, 2 Kinder (13&14): *„Immer gibt es keinen Dolmetscher für Elternabend und dann Eltern kommen nicht weil sie sagen ‘Wir verstehen nicht auf Deutsch.’ Und immer am Elternabend die Lehrer erzählen viele Sachen und die sind wichtig. Die Eltern wissen das auch zum Beispiel über die Ferien und Ausflüge oder über Noten und jetzt wegen Corona es gibt viele Regeln, aber leider die ausländischen Eltern können das alles nicht verstehen und kommen nicht. Da ist Problem in der Schule. [...]*

Viele Lehrerinnen sprechen auch sehr schnell, [...] manchmal versteht Eltern auch ein bisschen Deutsch. Aber wenn sie sprechen sehr schnell das ist schwer. [I]ch spreche seid 3 Jahre und ich versuche immer Deutsch sprechen, wir haben seid 3 Jahre B2 Niveau, aber wenn Leute [...] sehr schnell sprechen ich kann mich auch nicht konzentrieren was ist das und so.“

- Language barriers unable parents to fully participate in the school
- ... unable parents to fully support their children in the educational system.

Language as an Excuse Mechanism

Looking at the border

“To see what borders look like from the other side, we need a radical historicisation in order to **denaturalise and politicise an otherwise naturalised and depoliticised current border regime**. [I aim] to emphasise that bordering practices refer to more than just lines separating states, and include even more actors, different practices, economies and histories.”

- Shahram Khosravi

Literature

- Braun, Virginia & Clarke, Victoria. 2022. Thematic Analysis: A Practical Guideline. Sage Publications
- Khosravi, Shahram. 2019. EASA Keynote: What do we see if we look at the border from the other side? *Social Anthropology/Anthropologie Sociale* (2019) 27(3): 409–424. doi:10.1111/1469-8676.12685