



הפקולטה למדעי הרווחה והבריאות
Faculty of Social Welfare & Health Sciences
الكلية لعلوم الرفاه والصحة



EUROPEAN COOPERATION
IN SCIENCE & TECHNOLOGY

The Israeli Findings

Ruth Berkowitz, University of Haifa

Orit Nuttman-Shwartz, Sapir Academic College



Study Population

- Working immigrants and asylum seekers who live in south Tel Aviv, their parents, and school staff working with those children.
- **Working immigrants** mainly from the Philippines, Nepal, India and Sri Lanka.
- **Asylum seekers** from the Darfur region of Sudan
- In Tel Aviv, children of working immigrants and asylum seekers attend separate schools.



Study Sample

Study participant	Age	Sex
An elementary school principal	55	F
A group of elementary school professionals	40-55	F
2 social workers, Messilah organization	30-35	F
A student + mother	7; 30	M; F
A student	10	M



Challenges

- "We were absolutely shocked on the first we encounter with refugees who arrived from Eritrea and Darfur.....15 years ago, I remember I was shocked. They entered the school, took off their shoes and the only thing they knew how to say was FOOD. And they jumped... There was a table, a cupboard, a chair, and they jumped from the chair to the table to the cupboard.. It was the shock of my life. We gave them plasticine to play with and they ate it!!.... The entire school staff had to learn from scratch about their behavior, their basic needs, their culture... we taught them to eat, we taught them to sit at a chair, and we taught them things about minimal friendships. I am not even talking about teaching them the Hebrew language- we were far from teaching them the language. They had to learn the basic behavior codes" (Sveta, school principal)



School Violence and Bullying

- “We have verbal, and physical violence at school including kids throwing furniture... but in most cases the violence is not personal against a certain kid or a teacher but rather an action that aims to express anger and frustration due to the harsh realities of students' lives....the violence escalates at certain times, especially in times when deportation is discussed on the news and the media” (a school professional)



School Violence and Bullying

- Regarding school violence, in the school we deal with children who run away from school, children throwing chairs and tables at their friends and school staff, climbing fences and buildings. The staff is helpless, they often suspend the child and tell them that they can come back to school only after seeing a psychiatrist. As a result, quite a few children are currently referred to psychiatric emergency rooms by their parents or by teachers and staff.” (A social worker, Messilah organization).



School Violence and Bullying

- “On Tuesdays I am afraid to go to school because we have arts class, and I do not like this class and I am afraid that I will be upset and violent towards other kids....”
- “I have been beaten up by other kids at school before...Usually something happens that leads to it. Like, someone pushed me on another kid, and that other kid thinks I was the one who pushed him and then he hits me... Kids hit others because they get upset....”
(Daniel, 10 years old).



Relationships with Parents

- “Relationship with the parents is very important to us, we organize an open day every year where we emphasize the different cultures of the community, do a special happening and then the teacher meets with the parent and child, go through the graduation certificate....
- We asked the parents: `what you would like your kids to get in school? ` we tried directing them to non-academic goals because the kids need their parents' focus on their social and emotional needs first, not academic goals. We managed to reach a joint action with the parents, although it is not perfect yet. I feel that the work with the parents should start now! But the parents must also experience a sense of success and trust in the school and the staff before they can better support their kids" (Sveta, a school principal)



Teacher-Student Relationships

- Every morning, I stand at the school's gate to gratitude the children with "good morning" as they enter the school. I want to give each kid attention. This is what the kids need and want- someone to see them, to notice them, to tell them hello and goodbye and love them. I believes that even when a kid misbehaves, it is only because they need attention (Yael, a school principal).



Teacher-Student Relationships

- Our children are so confused that they don't know how to receive this good thing called "attention". They all yearn for attention, but they don't know how to get it in a positive way). For the children, a negative reaction is also considered "attention", so the kid does not care if a teacher screams at him, because this is how he gets attention from her. Therefore, positive reinforcement is something that is very important in our school... Once I saw a child standing with a chair in his hand just about to throw it at another kid's head. I stood there and told him :You are such a good friend! Well done I appreciate your behavior! The kid was so shocked he just stood there without moving and then put down the chair safely aside, looking at me like I was an alien! But it worked! He got my attention and quite his misbehavior..." (Sveta, a school principal)



Students' Unmet Needs

- There should be a clear policy regarding the status of asylum seekers in Israel and of course, recognition as refugees is needed so that they can have basic human rights as in most countries of the world"
- "The government needs to recognize that this is a unique school and that we need additional resources. It is also necessary to make the classes smaller, with at least two educators in each class and the teaching staff to undergo unique training in remedial teaching or special education....The school also needs a social worker to provide service inside the school, in addition to paramedical services, such as a speech therapist at the school." (A school psychologist)



Students' Unmet Needs

- It is necessary to build a unique system that provides a mental response tailored to this specific population, because of their complicated and traumatic backgrounds and because of the many problems and difficulties they face...the regular health care services are not suitable for them.. (they need) services that focus on populations that experienced trauma in their country of origin and continue to experience trauma due to the forced immigration to Israel.“ (A social worker, Messilah)



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• Thank You!