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Seeking integration and continuity for refugee children and youth: Problems, challenges and possibilities within the German context. Case -Study: Federal State of Schleswig – Holstein.

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Abstract

Although the right of refugees to education in Germany is non debatable, the national regulations and laws of the states distinguish refugees according to their residence title, duration of stay and country of origin. In particular, asylum seekers and tolerated refugees face obstacles in regards to their *educational needs*. Yet, the practices for refugee education and inclusion into the German national school system are still very diverse and not based on the needs and suggestions of the parties involved, i.e. refugee and German students, and teachers/educators.

In this project presentation, building on a relevant state-of-the-art review of educational policies and teaching practices in the federal state of *Schleswig Holstein, Germany*, and based on our needs analysis and assessment research, we aim to discuss the main problems of refugee education in this federal state, challenges and possibilities concerning the needs of refugee youth, along with involved educators and stakeholders. Some of these include intercultural communication problems, insufficient training of educators, the language barrier/offering of language courses, and the engagement to inform refugees proactively. Additionally, we will present a series of good practices and refer to the prospects for refugee children and youth and refugee teachers, especially focusing on issues of continuity, social inclusion in schooling and in teacher training programmes.