



INTEGRATION OF YOUTH IN EDUCATION IN THE CZECH REPUBLIC

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Introduction

International protection holders : Refugee and subsidiary protection holders.

Youth: age 19 to 24.

Goals of Dissertation

- My research aims to determine whether Czech policies can adequately meet the educational needs of international protection holder youth as a prerequisite for educational integration.

Theoretical part

■ Refugee crisis

The UNHCR has referred to the Syrian crisis as “the biggest migrant wave in modern history”. The “European crisis of migration” is a European migration policy crisis that also causes educational policy challenges

■ Integration policy challenges

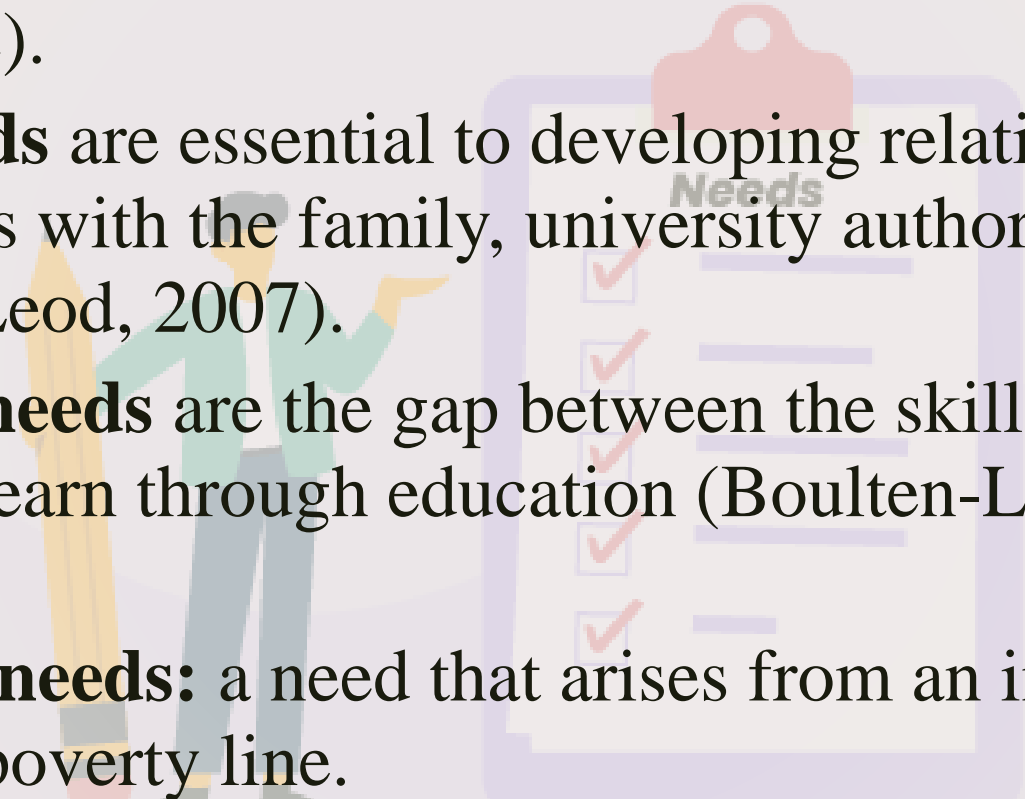
Education system was not ready to accept many refugees.

■ Integration models

I study different integration models in details such as assimilation model, multicultural, civic integration and holistic model.

Holistic model

- Komisar (1961) states that "needs" refers to something essential for individuals. The concept of "needs" is an effort that helps educators and policymakers improve their planning processes.
- Kanu (2008) characterized educational needs as multifaceted and viewed all needs as essential for integration into host societies (Kanu, 2008).
- Studies define refugee youth's primary four educational needs: emotional, social, learning, and economic (Cerna, 2019; Kanu, 2008).

- **Emotional needs** include a lack of security and mental health problems to adjust to the new environment (Downey, 2007; Stein, 2002).
 - **Social needs** are essential to developing relationships and connections with the family, university authority, teacher, and peers (McLeod, 2007).
 - **Learning needs** are the gap between the skills and knowledge needed to learn through education (Boulten-Lewis and Purdie, 2010).
 - **Economic needs:** a need that arises from an income at or below the poverty line.
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Concept for analysis policies for meeting the educational needs

If you want to consider educational needs, it is essential to consider the holistic model because it recognises the complexity of educational needs and policies for educational integration (Cerna, 2019).

Mainstream policies can be used to meet the educational needs.

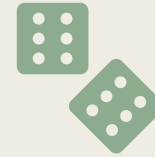
Methodology



The research is based on qualitative research methodology.



The data is gathered by using desk research and semi-structured interviews.



I used two non-probability sampling techniques: purposive and snowball sampling.



I interviewed policymakers, social workers, university employees, and language teachers.



The research analysed data by using content analysis and ground theory.



Data source triangulation techniques: data triangulation by views, respondents' views, and data set validation are used for research results validation.



I received ethical approval from the university.



Language barriers and a lack of people's interest are the main barriers to research.

Initial results

Research is continued.

All educational needs are
not met.