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Title of Thesis:

“An analysis on the University of the West Indies, St. Augustine’s response to the recent influx of refugees in Trinidad and Tobago: the case of Haiti and Venezuela.”

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COURSE CODE – HUMN 3099

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I am truly grateful for my loved ones and partner in providing the strength to complete this study and their unwavering support throughout my academic journey. I am thankful to the universe for steering me in this path of life.

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ABSTRACT

In the past fifteen (15) years, Trinidad and Tobago has experienced a significant rise in the number of migrants, particularly from Haiti in 2010, and Venezuela in 2017. Historically, as a country built on immigrants due to colonisation and indentureship, the soils of Trinidad and Tobago accepts diversity and rises to the challenge. The main aim of this study was to investigate the University of the West Indies' responses to the recent influx of migrants. The researcher was inclined to pursue this study due to number of Venezuelan migrants in the Centre for Language Learning (CLL) every Thursday during the hours of 1pm to 3pm. This study showcases the ways in which the UWI has contributed to aiding the migrants and henceforth, gave them an opportunity to create a sustainable future for themselves through academic literacy.

Data was obtained through interviews with staff of the University of the West Indies who pioneered the migrant programs. The qualitative data was analysed in great detail where the researcher found that the UWI is a volunteer-oriented university which is not afraid to recognise their shortcomings and adapt. In the spirit of humanitarianism¹, the staff at the UWI has not only taught the migrants within an academic capacity, but strives to integrate them into the Trinbagonian society through cultural co-curriculars. The staff has even designed courses to cater to the unique learning style and proficiency of migrants. Their philanthropist efforts extend to the integration of Venezuelan migrants in public schools by educating public school teachers on a new and innovative style to teach which is an inclusive strategy for bilingual learners.

¹ Noun- a belief in improving people's lives and reducing suffering:

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INTRODUCTION

RATIONALE

As an undergraduate student pursuing a double major of Spanish and French at The University of the West Indies, Trinidad and Tobago, the researcher has been witnessing an amazing initiative undertaken by the Language department week in and week out. Instinctively, it became a challenge to investigate why this initiative was being done and furthermore, if more like these had been implemented in the past. It was revealed that at The University of the West Indies, race, ethnicity and religion plays no part when it comes to providing aid to refugees². This socially committed institution truly embodies their motto, “*Oriens Ex Occidente Lux*”³. The University of the West Indies mission statement further emphasizes their dedication *To advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world*. The Haitian and Venezuelan refugees can certainly testify to the unwavering commitment and support from The University of the West Indies in creating a safe space for learning. According to the United Nations High Commissioner for Refugees, a refugee is a someone who has been forced to flee his or her country because of persecution, war or violence. The earthquake in Haiti, 2010 and the poor living conditions in Venezuela, 2015 displaced many families which resulted in individuals seeking help from their neighbouring islands. This study aims to highlight the reasons for which the Haitians and Venezuelans migrated to Trinidad as well as The University of the West Indies’ responses to the influx of both sets of migrants. This study will conclude by comparing the initiatives undertaken by the institution.

² Refugees are people who have been forced to leave their homes or their country, either because there is a war there or because of their political or religious beliefs.

³ Light rising from the West – established in 1949

THESIS STATEMENT

The University of the West Indies is a proactive institution which stands as an emblem for our country and the wider world. A closer look into their dedication to help beyond the citizens of the country is astounding and should be noted in detail.

OBJECTIVES

This research intends to highlight the reasons for which the Haitian and Venezuelan immigrants fled their country, and The University of the West Indies' response to the both influxes, in tandem with underlining the ways in which it aligns with the institution's values and commitment to society. This paper can also be used as a stepping stone for other institutions locally and internationally, to expand aid to refugees, and educate the general public that kindness toward these groups in society goes a long way. Furthermore, this information can influence the authorities of Trinidad and Tobago to implement more strategies to provide education for the refugee children.

PARAMETERS

Data was gathered via interviews with lecturers and instructors who coined and spearheaded these programs from The University of the West Indies. The research project focuses on the institution's response to the influx of the Haitian and Venezuelan migrants to Trinidad and Tobago, with an emphasis on their efforts to provide educational services to the refugees. Secondary sources were taken from articles produced by The University of the West Indies' Marketing and Communications and digital newspaper articles from the local newspapers.

METHODOLOGY

Interviews was the sole approach and thought to be the best way of gathering data for this topic. Qualitative data was prioritised in order to truly explore and examine the ways in which The University of the West Indies has helped the migrant groups. These interviews were conducted with complete transparency and consent on both ends. In addition, the researcher chose persons who played an integral role in the startup of programs, and who were responsible for overseeing others, which produced excellent testimonials for this topic, as they were most knowledgeable on what took place and what is currently occurring. Furthermore, the internet articles from the Communications and Marketing department were also consulted as a secondary data collection source, since their articles provided concrete and accurate depictions of what was done at the time.

CHAPTER OUTLINE

This research paper is divided into three (3) chapters. The first chapter entails a detailed, historical exploration of what occurred in Haiti in 2010 which caused the migrants to flee their country, and the socio-political problems that greatly impacted the economy of Venezuela which forced thousands of migrants to leave in search of a better life. Furthermore, the second chapter discusses the measures and initiatives undertaken by The University of the West Indies to aid migrant groups. The third and final chapter provides a detailed analysis of the ways in which the UWI's volunteerism is reflective of their motto, while comparing the implemented strategies for both migrant groups, namely the Haitian and the Venezuelan, which were launched and spearheaded by staff at The University of the West Indies.

CHAPTER ONE

The Literature Review

The island of Trinidad and Tobago has always been considered a melting pot shaped by European colonizers where a melange of people, “Europeans, Asian Indians, Indonesian Javanese, Aboriginal Indians, and many mixes” inhabit. (Premdad, 234). These Europeans encountered indigenous peoples, brought African slaves as well as Chinese and East Indian indentured labourers. This co-existence of different people continued to grow as time passed and reiterates the fact that migration and diaspora are not foreign concepts, but rather welcomed and accepted on this twin island. Within the last 10 years, Trinidad and Tobago has welcomed refugees from both Haiti and Venezuela due to the uninhabitable state of their respective countries.

The case of Haiti

In 2010, Haiti was struck by a horrendous earthquake that killed thousands and nearly destroyed the entirety of their capital, Port-au-Prince. Many of the more powerful countries such as the United States, Europe, Canada and many more were able to provide significant funding to aid in the rebuilding of architecture and restarting of the economy. However, a small island of Trinidad and Tobago whose resources are quite limited was only able to fund one million US dollars which converts to six point three million Trinidadian dollars, according to the United Nations Office for the Coordination of Humanitarian Affairs. However, the literature recognised on an international level fails to delineate the incredible hard work carried out by the University of the West Indies when it comes to their dedication to volunteerism for refugees.

The earthquake that struck Haiti in 2010 at a magnitude of 7.0 displaced over one million residents, killed over 200, 000 and injured twice the number of deaths (UN Marks Anniversary of

Devastating 2010 Haiti Earthquake). According to an article published, entitled *Overview of the 2010 Haiti earthquake*, “80% of the schools and more than 50% of the hospitals were destroyed or damaged”. This damage to infrastructure prohibited the continuation of daily life where many CARICOM countries and aids came to rescue and support in any way they could. Notably, the Disaster Risk Management and Reconstruction project, approved by the World Bank, financed US \$120 million with an addition US \$11 million to fund a “climate resilient road network”, and implement evacuation strategies (Global Facility for Disaster Reduction and Recovery). It is noteworthy that the numerous earthquakes experienced by Haiti have caused a lot of controversy surrounding whether the root cause is their geographical location or their practice of black magic, namely Voodoo, Vodou or Vodun.

Geographically, Haiti sits on two large tectonic plates which are the North American plate and the Caribbean plate. This transform plate boundary slips and slides. This allows Haiti to be extremely vulnerable to seismic activity. Haiti is known as one of the poorest countries in the world so despite their knowledge of their geographical location and their susceptibility to earthquakes, they are unable to afford the infrastructure necessary to withstand them, nor actively prepare for the inevitable.

However, scholars argue that Dominican Republic and Haiti share the same soil which is merely divided by The Massacre or Dajabón River and note that Dominican Republic do not experience earthquakes with the frequency or magnitude as Haiti. Haiti has over 11 million inhabitants, of which 5 million still practice the ancient ritual. Hence, despite concrete evidence, many believe that the practice of black magic is the root cause of these earthquakes (Germain, 247). Despite this, Fraser argues that “The underdevelopment and backwardness of the society have nothing to do with voodoo and a perceived inherent inferiority of the Haitian mind and body,

but rather to do with exploitation and racism of the last 200 years”. Historically, Haiti symbolized the beacon of hope for all other colonised countries, as Haiti was the first country to be granted independence from its colonizer, France. However, their freedom was only recognised in the year 1825, once Haiti agreed to indemnify the planters due to their loss of land which, “For the next 120 years, 80% of Haiti’s revenues went toward paying these reparations to France, stunting Haiti’s economy, education system, and democratic development.” (Constitutional Rights Foundation)

Naturally, as Haiti is part of the Caribbean Community and Common Market (CARICOM), the various UWI campuses throughout the Caribbean namely, Cave Hill, Mona, Open and St. Augustine opted to invite third year Haitian students to finish the pursuit of their degree.

The case of Venezuela

Venezuela’s political transition from being a democratic country to having an authoritative regime adopted by President Nicolás Maduro was the undercurrent for its economic collapse in 2010, which led to a rise in starvation, unemployment, crime, poverty, poor health care, infant mortality rate and much more deplorable living conditions. Nicolás Maduro was first elected in the year 2013, after the reign of Hugo Chavez from 1993 to 2013, who initially started the gradual fall of the country’s economic decline. During Chavez’s leadership, hyperinflation skyrocketed which only worsened during Maduro’s time. In the year 2018, he once again was re-elected, however, Oner highlights many candidates were prohibited from going up for president due to political corruption. As many were displeased with Maduro’s authoritative style of leading, Juan Guaidó was recognised as the interim president by the Venezuelans, the European Union and the United States administration, among other countries, despite his lack of legitimate power. However, this was short lived as he was “stripped” of his immunity, according to Al Jazeera.

All the socio-political problems which adversely affected the country's economy influenced the decisions of thousands of Venezuelans to flee their homeland in hopes of finding a better life for themselves and their families. Now, geographically, the island of Trinidad and Tobago, home to 1.5 million people is only 7 miles from the coast of Venezuela with its Latin American inhabitants. Furthermore, it is noteworthy that Trinidad and Tobago was attached to Venezuela but was separated after natural processes. Due to this geographical and historical connection, Venezuelans envisioned it would be most suitable to move to Trinidad and Tobago. However, this considerably small island has received over 80, 0000 Venezuelans within the last 6 to 8 years, not considering the illegal immigrants who are not registered (UNHCR).

This put a tremendous strain on the resources of the country inclusive of the education, the employment and the health care system. However, education Minister Anthony Garcia in 2019 issued a statement where he stated, "The policy of the Government is that we cannot guarantee any placement for any Venezuelan child. Our priority lies with our nationals. If, however, there are occasions we can provide a place, certainly, but our priority must be with our nationals," (Ghouralal). According to Article 26 of the Universal Declaration of Human Rights, "Everyone has the right to education" regardless of refugee status, which highlights that the government is in violation of basic human rights as Minister Garcia restricts educational opportunities.

The government of Trinidad and Tobago as well as some Trinidadian nationals were having a hard time accepting the Venezuelan migrants. According to researcher Sookram, the Venezuelan nationals are constantly labelled falsely by Trinbagonians⁴ which "include that of prostitution and criminal activity" to paint the Venezuelans under a bad light and place blame for

⁴ *Noun*- an inhabitant of Trinidad and Tobago or a person of Trinidadian or Tobagonian descent

any wrongdoing (Sookram). Furthermore, it was reported in an interview that the Venezuelan migrants are also being disrespected by Trinidad and Tobago's immigration officials (Lall).

These immigrants faced a lot of discrimination from both citizens of Trinidad and Tobago and the government representatives at that time. However, it is evident that The University of the West Indies plays their part in aiding the migrants despite the negative outlook by some citizens and the insufficient support from the government. Notably, the UWI's own foreign language instructor, Mr. Guédez-Fernández et al highlighted that, "by prioritising the education and well-being of migrant children in Trinidad and Tobago, we aim to create an inclusive and empowering learning environment" since, he adds, "migrant children in Trinidad and Tobago encounter significant challenges, particularly when it comes to accessing education." (See Appendix A)

CHAPTER TWO

This chapter aims to highlight the UWI's commitment to their social responsibility and the ways in which it aligns with their core values. Their core values include:

Integrity: The UWI will perform in an honest, caring, ethical and trustworthy manner, and will create a culture of accountability in its management practices to ensure that these values are sustained.

Excellence: The UWI will serve its internal and external stakeholders by delivering consistently high-quality and relevant service, benchmarked against international standards and operational best practices.

Gender Justice: The UWI will actively create and sustain, as a core value, a social, academic, and administrative culture that supports and promotes gender equality and justice within its environments. This policy will require systematic research into its effectiveness with a view to taking appropriate actions of a corrective nature.

Diversity: The UWI will foster a culture and work/study environment that is open and welcoming to different ideas and perspectives, acknowledges and values diversity, is inclusive of and affirms the dignity of all persons regardless of race, socio-economic status, age, sex, gender identity and expression, physical and mental ability, sexual orientation, family or marital status, national origin, language, political or religious persuasion, health status, and other characteristics that make its constituents unique.

Student Centredness: The UWI will ensure that its policies, governance and daily operations are geared towards the delivery of an exceptional teaching and learning experience for all students.

The case of Haiti

The members that make up CARICOM include:

Member States

Antigua and Barbuda

Bahamas

Barbados

Belize

Dominica

Grenada

Guyana

Haiti

Jamaica

Montserrat

Saint Lucia

St Kitts and Nevis

St Vincent and the Grenadines

Suriname

Trinidad and Tobago

Associate States

Anguilla

Bermuda

British Virgin Islands

Cayman Islands

Turks and Caicos Islands

The Caribbean Community and Common Market (CARICOM) brings together member states and associate states to stand together as one Caribbean voice within the global arena. However, in times of need, these members join efforts in providing aid. With focus on Trinidad and Tobago, the spirit of volunteerism dates back to the year 2010 when our sister isle, Haiti faced a devastating earthquake. Consequently, the UWI welcomed forty-one (41) final year undergraduate Engineering students, twelve (12) undergraduate Science and Agriculture students, eleven (11) final year Dental students to complete their final year projects and five (5) Veterinary Medicine students to complete their master's degree from the State University of Haiti during the academic year 2010 to 2011, notably, all of whom were males.

Haitian students arrive



Fig 1. The picture taken by Aneel Karim and posted on UWI TODAY illustrating the arrival of the Haitian students with members of staff in 2010. Accessed 04 April, 2023.

Professor Clement Sankat had been instrumental in the process by which the Haitians were invited to complete their studies at The University of the West Indies from the State University of Haiti. According to an interview, Dr. Amina Ibrahim-Ali, who was in charge of designing course material, overseeing the professors and testing the Haitians, affirms that they ran “courses in general English while completing their degrees on campus”. However, she declared that it was certainly a challenge to incorporate the Haitians into the TESOL programme as they all had unique timetables with their respective courses and they all had different levels of English proficiency in writing, speaking and listening. Furthermore, she highlights that the team in charge of overseeing the Haitians agreed to shift the usual curriculum from Oxford University to the “Clockwise text pre-intermediate, Clockwise text intermediate and Clockwise text upper-intermediate” in order to accommodate their varying levels of proficiency. This material was aimed at providing the Haitians with basic, everyday English in order for them to be at a proficiency where they would be equipped with the vocabulary and knowledge to function in any given environment like going to bank, buying food, having a chat with friends and much more. Dr. Ali also stated that the

international office contacted them to provide further support for some Haitians who were doing their masters at the UWI and were encountering problems with English academic writing. This posed a challenge as specific jargon would be required for the unique area of study for each student. Hence, Dr. Ali and her team decided to build and create courses with specified material that had a focus on English academic writing, listening and speaking (UWI International Office)

All students stayed at the Sir Arthur Lewis Hall of Residence and according to an interview with Mr. Guédez, The Centre for Language Learning (CLL) played a key role in aiding students to improve their English. The CLL at the UWI volunteered their time and efforts to help the students in large classes in English as a Second Language (ESL) Practicums where they learned to write and speak general English which was completed after a ten (10) week period with oral presentations. Additionally, Mr. Guédez highlighted that he and a few other volunteers went to the Hall of Residence to assist the Haitians with their English on weekends and on afternoons as a solution to their busy schedules. Evidently, volunteers and the Haitians truly bonded through these programmes and Dr. Ali even described her experience to be “rewarding” despite the unfortunate and tragic event that occurred where one of the Haitian students passed away.

In terms of funding, the UWI’s created a “UWI Haiti Relief Fund” where they appealed to the government, any businesses in the private sector, and the staff and students to make any donation in order to fund the living expenses, the flights and the books of the Haitian students. Numerous stake holders rose to the occasion to help those in need.

The case of Venezuela

The UWI demonstrated unwavering support to the Venezuelans during their crisis. The staff embodied the true meaning of humanitarianism and volunteerism. Integrity, excellence, gender justice, diversity and student centredness are words that in pale in comparison when it comes to describing the diligence, dedication and love poured into providing aid for the Venezuelan refugees by the staff at The University of The West Indies.

2017

The Department of Modern Languages and Linguistics (DMLL) introduced an intensive eight (8) week project with nongovernmental agencies inclusive of the Living Water Community Ministry for Refugees, High Commission for Refugees and the Rotary Club. In an interview with Dr. Renee Figuera, a lecturer in Linguistics at the UWI who spearheaded as project coordinator for the TESOL programme, an initiative with the Living Water Community Ministry for Refugees, she highlighted the countless hours that went into creating programs for the Venezuelan migrants. Mr. Guédez and Dr. Ibrahim-Ali, instructors of Spanish and Academic Literacies of the UWI were key players in the delivery of the TESOL program and its smooth execution. In fact, the UWI embodies their value of diversity and student centredness through these migrant programs.

In recognition of the mutual benefit between LING 5103 and the TESOL program, the staff and students crafted minimum one unit of work which entailed four weeks of material. According to the report drafted by Dr. Amina Ibrahim-Ali and Mr. Romulo Guédez entitled, “LING 5104 TESOL Practicum”, there was mixture of migrants who were enrolled in the TESOL program. These migrants were from Bangladesh (5), Bolivia (1), Colombia (6), Cuba (43), Pakistan (2), Syria (3) and Venezuela (31) in 2017. Furthermore, in order to assess the proficiency of each

migrant in terms of speech and written apprehension, Dr. Ali and Mr. Guédez formulated a series of tests. In addition, another report entitled, “A Proposal for a Sustainable TESOL Service-Learning Model for Refugees, in the Department of Modern Language and Linguistics, Faculty of Humanities and Education, in conjunction with the Office of Community Engagement, and Living Water Community Ministry for Refugees” drafted by Dr. Figuera, stated the program necessitated a plethora of volunteers as well as required hours were needed in order for this program to successfully be executed all within a budget of approximately one hundred thousand dollars (\$100,000.00).

Required Volunteers

1. Fourteen (14) teacher-trainees completing a compulsory forty (40) hours of work.
2. Twenty- one (21) volunteer teaching assistants completing thirty-two (32) hours of support
3. At least, six (6) interpreters, six (6) interns for support roles, six (6) for co-curricular activities, specialists with interns in social work and global studies for the TESOL and TEFOR programs,
4. At least three (3) teaching assistants
5. Volunteers of the Rotary Club
6. The Living Water Community Ministry
7. Audio visual volunteers
8. UN Living Water observers
9. UN Living Water Volunteer Teachers
10. Sponsors.

Paid

11. Practicum Lecturer
12. TESOL Programme Coordinator
13. Assessment Specialist
14. Practicum Coordinator
15. Administrative Liaison

(See Appendix B)

In an interview with Mr. Guédez, he highlighted that staff went beyond the call of duty and outside of working hours to help with English learning and integration. Similarly, Dr. Figuera, Senior lecturer in Linguistics admitted that many persons, including herself were eager to help outside of teaching affairs in terms of planning and fully funding birthday parties and extra activities to ensure the younger ones experienced an amazing childhood. The UWI and Living Waters Community even catered to the migrants' families by providing babysitting while the parents attended classes. To quote Dr. Ali, "it was customary to have children on parent's laps, children bottle feeding ... so very much like real life" and food services such as juice, water coffee and snacks was supplied by the UWI and Living Water Community. They attempted to foster an environment where the migrants would not feel the financial burden of being a refugee or migrant. There were even co-curricular sessions which was aimed at cultural integration that was assisted by cross-faculties: The Office of the Community Engagement, The Department of Modern Languages and Linguistics, The School of Education, The Centre of Festival and Creative Arts, The Institute of International Relations and the Social Work and Psychology Unit entailing a variety of activities inclusive of:

1. Learning workplace etiquette and protocol
2. Music class with the steel pan
3. Dramatic arts
4. Art therapy
5. Cognitive classes

In tandem with this LING 5104 program, as part of the general English preparation, “fourteen TESOL trainees and faculty involved in the University of the West Indies/Living Water Community (UWI/LWC) project were required to attend two full-day sensitization workshops on Saturday 29th April and Saturday 6th May 2017 at the Living Water Community (LWC) in Port of Spain, at the end of which individual copies of an agreed confidentiality undertaking were signed.” (Dr. Ali, et al.) This exemplifies how the UWI engaged in training activities and sensitization workshops to optimally help the migrants and refugees both in terms of education and protection as there were individuals who “escaped literal persecution who were well established professionals... and so the do’s and the don’ts for the volunteers” was key (See appendix).

However, setting boundaries with stakeholders such as Living Waters Community was necessary to establish as both parties; the UWI and Living Water Community had different means by which they intended to help the migrants. By way of example, the UWI took an academic approach while, evidently, Living Waters Community had a religious approach as they were a “faith-based organisation” according to Dr. Figuera. Furthermore, in terms of recording migrants’ attendance, it was definitely a challenge to have a solid record as many left after a few sessions and never returned. There was always an influx of new migrants but because they had to be quickly tested and placed within a class, it was disadvantageous for those newcomers as it truly was not a

thorough nor a proper assessment. In addition to this, the migrants had different level of formal education in their respective language which affected their literacy levels. Another obstacle encountered highlighted was that the CLL had to accommodate bigger classes than the norm, which was typically a maximum of fifteen (15) students.

Other Migrant Work- 2023

In efforts to properly prepare and integrate the migrants into the classes of Trinidad and Tobago, The UWI designed sessions to sensitize the teachers. The UWI created online teacher training classes and workshops where the Department of Modern Languages and Linguistics (DMLL) conducted English as a Second Language (ESL) and Content and Language Integrated Learned (CLIL) activities for Spanish teachers to teach English to migrants. There was a total of nine (9) ESL-CLIL Train-the-Trainer workshops where two hundred and thirty-four (234) primary school teachers and eleven (11) facilitators were present. Furthermore, they had another ESL workshop for volunteer teachers who wished to teach adult migrants. There was a total of six (6) training sessions that involved seventy (70) volunteer teachers learning to teach English that resulted in those teachers aiding approximately six hundred and fifty-five (655) adult migrant learners.

These teacher training programs and workshops even extended to a collaboration between The Department of Modern Languages and Linguistics at The University of the West Indies (UWI) and The Centre for Education Programmes, University of Trinidad and Tobago (UTT). This sort to educate teachers on the benefits of *Translanguaging*⁵ to promote “linguistic diversity” in the classroom according to UWI TODAY. It is a method of teaching “by mixing languages, switching

⁵ Using all the languages or language forms available to a person. Using *translanguaging* to teach and learn in school mobilizes all of students’ linguistic skills (Institute of Education Sciences).

between languages, code-meshing and translating.” This pedagogic session raised awareness in over one hundred (100) teachers from both primary and secondary schools across Trinidad and Tobago and invited one hundred and ninety-one (191) schools to participate (UWI TODAY).

Both sensitization workshops aim to make individuals privy to the struggles of migrant children in schools. The implementation of CLIL and *Translanguaging* prioritizes the educational needs of the migrants through a “specialised curriculum and comprehensive teacher training.” This new method is described as “inclusive” and thus, the “monolingual” approach is said to be inefficient and does not take into consideration the students who can speak two or more languages (Mr Guédez-Fernandez, et al.).

Throughout the multiple migrant programs and initiatives, the students at the UWI have played an integral role in the support of the myriad of humanitarian efforts. In analysing UWI’s response, the student body’s response, who is representative of the UWI, should be noted. In fact, the very same volunteers of the migrant mentorship programs were influenced by the UWI and their migrant work. Four colleagues Bilqees Mohammed, Jesse Buendía Ragbir, Rayne Affonso and Talia Khan who become co-authors of a bilingual children’s book, “Juanita” recognised the lack of migrant representation in Trinbagonian literature and the “shortage of pedagogical and recreational material” affirmed Ms. Mohammed. This “gap”, according to Ms. Mohammed was encountered while working alongside Mr. Guédez in the creation of weekly academic resource that “was both educational and grounded in regional culture and diversity” affirmed, Ms Affonso. Furthermore, these students encountered another problem which was quite a surprise as Ms. Khan disclosed that there was an “expectation that many of the children would already be able to read and write in Spanish so all that needed to be done was teach them English but this was not the case.” Other student of the UWI, according to Dr. Figuera, “went on to work with other

organisations dealing with migrants and refugees.” Hence, the UWI truly created a long-lasting imprint on these students where they are continuing volunteer-oriented work in hopes of spreading awareness to aid migrants and bridging gaps in the world of Contemporary Caribbean literature.

CHAPTER THREE

An analysis of findings in accordance with the University of the West Indies' core values.

1. *Integrity: The UWI will perform in an honest, caring, ethical and trustworthy manner, and will create a culture of accountability in its management practices to ensure that these values are sustained.*

At every step of the way, the UWI ensured that proper documentation was kept in the form of pictures, reports and contracts (See Appendix C). In working with Living Water Community, the International Office and refugees, it was evident that the UWI prioritised clear communication, transparent interactions and displayed commitment. In the academic interest of the Venezuelan migrants, the UWI drew clear boundaries with Living Water Community who wished to religiously educate them. This commitment was further displayed every day that faculty and students went beyond the allotted working hours and even in their spare time on the weekends helped the migrant group to ensure their success. A plethora of articles can even be found through the Marketing and Communications Department of the University of the West Indies online on their volunteerism and work carried out with migrants which solidifies their *culture of accountability*. Many Venezuelan migrants were in danger of persecution by the Venezuelan government, hence in maintaining their *trustworthy manner*, the UWI held sensitization workshops for the volunteer trainees so they would be privy to the delicacy of the matter. Consequently, all of this guaranteed the characteristic of *integrity* which the UWI strives to maintain since it is part of their core values.

2. *Excellence: The UWI will serve its internal and external stakeholders by delivering consistently high-quality and relevant service, benchmarked against international standards and operational best practices.*

In the provision of *relevant service*, there is absolutely nothing more *relevant* than the UWI's dedication to volunteerism when it comes to migrants and refugees. Their commitment to aiding migrants who tend to be the most vulnerable and marginalised in society in any way possible is truly award-winning. By providing support, the UWI is breaking barriers and creating more inclusive societies.

Haiti

Striving for excellence can be extremely difficult but not for the UWI as they are able to recognise their shortcomings and adapt. In the case of the Haitians in 2010, they encountered a problem where each student had a different level of proficiency. They acclimatised to this obstacle by using different texts entitled, "Clockwise text pre-intermediate, Clockwise text intermediate and Clockwise text upper-intermediate", which accommodated the various learning styles of the Haitians. Furthermore, in an attempt to facilitate those that were doing their Masters and needed help in academic English, they actually designed courses in order to provide the best aid. This truly embodies their core value of achieving *excellence*. They recognised that the existing material was severely lacking and so they adjusted the curriculum to suit the needs of the Haitians. Their commitment to maintaining high standards and work ethic truly exceeds expectations.

Venezuela

The *high-quality* at the UWI persists in 2017 where numerous tests were designed in order to test the proficiency of speaking, writing and listening in Venezuelan migrants. In addition, the UWI

was able to effectively manage funds given by making the programs mutually beneficial for both students at the UWI and the migrants and funds were allocated to more important things. Their excellence is also seen in the ways in which they are able to recognise their drawbacks.

3. *Gender Justice: The UWI will actively create and sustain, as a core value, a social, academic, and administrative culture that supports and promotes gender equality and justice within its environments. This policy will require systematic research into its effectiveness with a view to taking appropriate actions of a corrective nature.*

When analysing the information gathered from interviews, the UWI does not discriminate when it comes to gender, race or religion but rather go beyond to assist. When the Haitians arrived, all were male tertiary students and evidently, the UWI did not discriminate in any way. Rather, every effort was made to accommodate them. Similarly, during Venezuelan migrant programs, staff arranged volunteers to babysit to facilitate learning. Women were allowed to feed their babies while class was conducted. It is evident that the UWI made every arrangement necessary to provide a welcoming and comfortable environment for the migrants and their families, regardless of gender.

4. *Diversity: The UWI will foster a culture and work/study environment that is open and welcoming to different ideas and perspectives, acknowledges and values diversity, is inclusive of and affirms the dignity of all persons regardless of race, socio-economic status, age, sex, gender identity and expression, physical and mental ability, sexual orientation, family or marital status, national origin, language, political or religious persuasion, health status, and other characteristics that make its constituents unique.*

The UWI is truly a welcoming institution in terms of diversity. Venezuelan, Haitian, Colombian, Bolivian, Bangladeshi, Cuban, Pakistani and Syrian migrants were all welcomed with open arms. Factors such as language, race, ethnicity, marital and economic status did not play a role in providing and educating these migrants. The staff at the Centre for Language Learning (CLL) crafted special courses for migrants for them to learn English.

Haiti

Diversity is displayed simply by inviting and assisting the Haitians in their varying subject areas, but this characteristic extends to the fact that the UWI made every effort to integrate them into the classes through working diligently to teach them basic and academic English.

Venezuela

The co-curricular activities were designed in efforts to educate and integrate the Venezuelan migrants into the Trinbagonian culture. It is evident that the UWI has a preoccupation with the schooling of the Venezuelan children. In order to promote diversity and inclusion within society and schools across Trinidad and Tobago, the UWI has created workshops to train teachers on a more inclusive approach when teaching which accommodates bilingual children. A common saying is that, the children are the future and so with the amazing work the UWI is doing to facilitate optimal learning for the Venezuelan migrants, the society of Trinidad and Tobago will surely reap the rewards.

- 5. Student Centredness: The UWI will ensure that its policies, governance, and daily operations are geared towards the delivery of an exceptional teaching and learning experience for all students.*

Haiti

An exceptional teaching and learning experience for all student was most definitely created for the Haitians. The UWI fostered an inclusive, immersive and integrated learning environment for the Haitians. Staff and student even went beyond the call of duty at their place of residence to provide English tutoring. There, complex and unique class schedules were accommodated every step of the way. Every effort was made to teach the Haitians English a level at which they were proficient all while integrating them daily into their respective classes. Furthermore, they created unique curriculums, and adjusted for those wanted to learn beyond basic English and the UWI facilitated Academic English classes.

Venezuela

Finally, in the spirit of altruism, members of The UWI not only financed parties independently but also designed co-curricular activities. One of which was a decorative co-curricular that provided an avenue by which the migrants were able to express their artistic side beyond the academic arena.



Fig 2: Picture 1 highlighting the decorative work done by the Venezuelan migrants in 2017 in co-curricular spearheaded by different departments in the UWI.



Fig 3: Picture 2 highlighting the decorative work done by the Venezuelan migrants in 2017 in co-curricular spearheaded by different departments in the UWI.



Fig 4: Picture 3 highlighting the decorative work done by the Venezuelan migrants in 2017 in co-curricular spearheaded by different departments in the UWI.

In prioritising the *student*, in no form or fashion did these migrant programs take away from the learning experience of the local Trinbagonian students. In fact, the UWI created mutually beneficial programs where both the students and the migrants learned from each other.

In addition to this, the students at the University of the West Indies were able to benefit first hand by volunteering in tandem with bringing solutions to the lack of representation of migrant children in literature through the creation of a bilingual book so that migrants are able to read in their language while simultaneously learning the English language.

The UWI's motto « *Oriens Ex Occidente Lux* » is conveyed through their dedication to volunteerism. Considering the widespread aporophobia⁶ that is present within the society of Trinidad and Tobago, The UWI represents a beacon of hope. As evident in the anthem of Trinidad and Tobago where “every creed and race” find, not only “an equal place” in the UWI's institution but also, hope for a better life. In addition, this can be seen in their unwavering effort to support and accommodate every migrant regardless of their economic status, race, religion or gender. The University of the West Indies embody their core values; integrity, excellence, diversity, gender justice and student centredness.

⁶ a fear and repudiation of poor people

Additional Information

from the Spanish aporofobia, and this from the Ancient Greek άπορος (á-poros), without resources, indigent, poor, and φόβος (phobos), fear

CONCLUSION

This study investigated the University of the West Indies' response to the Haitian and Venezuelan refugee crisis in Trinidad and Tobago within recent years. It primarily involved the key contributors and co-ordinators of the migrant programs who are staff members of the University of the West Indies, Trinidad, and Tobago. This investigation was conducted using qualitative data. The findings of this research are beyond positive. The UWI displayed tremendous commitment to the humanitarian crises. Their hard work and effort are exemplary. Their dedication for teaching and helping migrants is seen through the learning environment fostered. Their ability to quickly detect any limitation and adapt to the situation at hand is beyond astounding, and extends to the creation of an innovative and inclusive teaching method aimed at fostering a more comfortable and understanding environment for bilingual learners in public schools of Trinidad and Tobago. The UWI's response has even influenced their Trinbagonians students to create a bilingual book and continue aiding in the spread awareness of migrants and creating history for the Trinidad and Tobago by building diverse and inclusive literature for the Venezuelan migrants and the citizens of the country. Furthermore, this study truly exemplifies the values of the UWI; integrity, excellence, diversity, gender justice and student centredness.

The conclusion drawn from the findings of this study can be useful in highlighting the humanitarian work done by the University of the West Indies. This study can be used as the blueprint for other universities regionally and internationally and can be put forward as a proposal to the Caribbean Community and Commons Market (CARICOM) or the United Nations (UN) to fund larger migrant operations.

Limitations

A quantitative approach was not appropriate due to the limited number of stakeholders, as well as the sensitive nature of these programs which was taken into consideration. On the other hand, interviews and qualitative data was employed as it provided in-depth information and details about the Haitian and Venezuelan programs. However, data of this kind are always subject to bias. This type of research can be criticised for the subjective interpretation of the researcher and the participants from which the results are limited and may be subjective.

Recommendations

In acknowledgment that the other UWI campuses have done migrant work, more regional research can be included and added to this existing literature to create a portfolio that can be used as a testament to the spirit of volunteerism that exists in the universities within the contemporary Caribbean. This future research can be used internationally in the formation of larger migrant programs.

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APPENDIX A



Promoting Safety, Security, and Human Rights: Empowering Migrant Children through Education in Trinidad and Tobago

Introduction

Migrant children in Trinidad and Tobago encounter significant challenges, particularly when it comes to accessing education. The National Child Policy of Trinidad and Tobago (2019), while acknowledging the large migrant and refugee population, noted that "pending legislative reform, children in this context are unable to access public education unless a student permit is obtained, which is normally contingent on their parents obtaining work permits." Limited options are therefore available to them, as they are not granted student permits to enrol in public or government-assisted primary schools. Recognising the vulnerability of these children, we aimed to empower primary school teachers by developing a comprehensive curriculum built on CLIL and translanguaging pedagogy principles that supports the education of Spanish-speaking migrant children in Trinidad and Tobago. Our collaborative projects involve academic staff from The University of Trinidad and Tobago (UTT) and the University of the West Indies (UWI), St. Augustine Campus, and the support from the Pan American Development Foundation (PADF), the United Nations Children's Fund (UNICEF), the Catholic Board of Education Management (CEBM) and Living Water Community (LWC).

Content and Language Integrated Learning (CLIL) and Translanguaging pedagogy

CLIL, as both an approach and a philosophy, places a strong emphasis on content, focusing on teaching subject-related material in the second language (L2) while simultaneously acquiring proficiency in that language. This communicative approach, which has been practised for over four decades, recognises that the content classroom serves as an ideal context for language learning through meaningful language use. Building upon Mohan's ideas (1986), the integration of language and content instruction is at the core of CLIL, enabling learners to engage with subject matter while developing their language skills.

Within CLIL, the concepts of comprehensible input (Krashen, 1982), authenticity of content and tasks (Pinner, 2013, 2019), and the incorporation of translanguaging pedagogy are fundamental. Translanguaging pedagogy encourages bilingual learners to leverage their entire linguistic repertoire and different modes of language to maximise their communicative potential (Garcia et al., 2016). By embracing translanguaging, Spanish-speaking children, for example, not only work towards learning English, but also approach content learning with the entirety of their linguistic resources. This pedagogical approach values and utilises students' diverse language abilities, allowing them to comfortably express their full selves and tap into their whole knowledge base (Farrell, n.d.). Recognising that translanguaging is a natural part of bilingualism, CLIL seeks to create an inclusive and productive learning environment by integrating first language retention, CLIL methodology, and alignment with the National Primary School Curriculum (NPSC) of Trinidad and Tobago.

In the context of primary education, CLIL, enriched by translanguaging pedagogy, finds its place within mainstream schools, enabling children to learn both language and subject content simultaneously. By incorporating translanguaging, teachers create an environment that fosters the utilisation of different linguistic features and modes of autonomous languages, empowering students to fully engage with content learning. This inclusive approach recognises that trying to establish a solely monolingual immersion classroom is both unnatural and counterproductive, as it disregards the natural bilingualism of learners. Instead, by embracing translanguaging, CLIL allows students to tap into their entire linguistic repertoire and approach content learning with all their linguistic resources, promoting a comprehensive and effective learning experience.

Overall, CLIL, enriched by the incorporation of translanguaging pedagogy, stands as a content-driven approach that integrates language and subject matter, fostering language acquisition through meaningful and authentic communication. Its adoption in mainstream primary schools, with a focus on translanguaging, supports children in developing both their content knowledge and language skills, facilitating their successful engagement with the curriculum, and promoting an inclusive and empowering learning environment.

Formative Assessment and CLIL

The CLIL approach naturally lends itself to formative assessment, which prioritises learning processes rather than final outcomes. Formative assessment allows for the establishment of clear learning objectives and provides effective feedback to inform both teachers and students. While conforming to national frameworks of assessment, CLIL practitioners emphasise the three dimensions of CLIL - conceptual skills, procedural skills, and linguistic skills - during formative assessment. They incorporate observation and student feedback into their planning of units and lessons, facilitating ongoing learning and addressing learning gaps in real-time (Ball et al., 2015).

Development of the Curriculum for Spanish-speaking Migrant children in Trinidad and Tobago

In 2022, this team of educators produced curricula for four levels of the primary school with the final three levels being developed in 2023. The curriculum was built upon the principles of *Content and Language Integrated Learning (CLIL) and Translanguaging Pedagogy*. By integrating relevant subject areas for primary school children and language, that is, Trinidad Standard English and Spanish, we sought to provide a holistic learning experience that celebrates linguistic and cultural diversity. This approach promotes plurilingualism and pluriculturalism by encompassing the entirety of individual language learners' linguistic and

...lural repertoires (CEFR 2020, pp. 30-31). The developed curriculum aligned with the National Primary School Curriculum (NPSC) of Trinidad and Tobago, ensuring a seamless integration of migrant children into the existing educational framework.

Therefore, the curriculum embraced the key principles of CLIL methodology and translanguaging pedagogy, acknowledging that students bring existing knowledge, skills, and experiences to the classroom. This approach employed constructivist methods to build upon students' prior knowledge and scaffold their learning in manageable steps. Additionally, the inductive approach fostered a learner-centered environment, encouraging students to discover and draw conclusions through experimentation and hands-on learning. The conceptual framework of CLIL emphasised the interconnectedness of content, communication, cognition, competence, and community/culture (the 5Cs).

CLIL & Translanguaging Teacher Training Workshops

To ensure effective implementation of the curriculum, we conducted comprehensive teacher training workshops¹. These workshops focused on teaching methodologies that integrated the teaching of content and language in contexts relevant to young migrant learners. As part of the teaching of content, emphasis was placed on the use of children's first language (Spanish), as well as English as their second language. The use of translanguaging pedagogy was another essential component, enabling teachers to harness the full linguistic potential of Spanish-speaking children and encouraging their holistic development. A total of over 30 participating teachers gained insights into the application of CLIL and translanguaging pedagogy in lesson planning, resource development and adaptation, instructional materials, and classroom management strategies. Moreover, the online workshops raised awareness among teachers about the importance of integrating language into content areas while drawing from local and migrant children's cultures.

An ideal outcome for migrant students is their eventual integration into the public primary school system. Research indicates that early engagement in mainstream education increases the likelihood of successful integration into society (UNICEF, 2020). This integration benefits both migrant and local students, fostering an enriched school experience that celebrates plurilingualism and pluriculturalism. By aligning the curriculum for Spanish-speaking migrant children with the NPSC and incorporating CLIL methodologies and translanguaging pedagogy, we aim to create a supportive and inclusive educational environment that prepares students for active participation in society.

Conclusion

By prioritising the education and well-being of migrant children in Trinidad and Tobago, we aim to create an inclusive and empowering learning environment. Through the development of a specialised curriculum and comprehensive teacher training, we strive to ensure that every child, regardless of their background, has equal access to quality education. By embracing CLIL methodology and translanguaging pedagogy, we celebrate linguistic diversity, foster cultural exchange, and prepare students to become active global citizens. Our goal is to continue working towards a future where the safety, security, and human rights of refugees are upheld, and education becomes a powerful tool for their integration and empowerment.

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¹ Initial teacher training workshops took place July-August 2022 with a pilot of the curriculum from September-December 2022. Follow-up training is currently taking place May-July 2023 in preparation for further curricula development for Standards 3-5.

APPENDIX B

VOLUNTEERS

Teacher Trainees

Fourteen (14) teacher trainees will do thirty two (32) hours of voluntary active instruction per week and will conduct eight (8) hours of peer observation and mentorship giving rise to forty (40) hours, in total for their practicum requirement. This is based on an international minimum standard for Diploma Level pre-service teacher training in keeping with standards for TESOL with TESOL International.

Teaching Assistants

Three (3) teaching assistants, per group, equal to (21) twenty one volunteers for (7) seven instructional groups will provide thirty-two (32) hours of voluntary support to the teacher trainees per week, based on lessons and activities to be decided upon by the teacher trainees. These volunteers will be drawn from the fields of Undergraduate Linguistics, Social Work, Global Studies and Literacy Studies by recruitment and selection criteria to be determined by the Office of Community Engagement and the TESOL Programme.

Examination Proctor/Interpreters

At least six (6) volunteers will be assigned in the pre and post-assessment phases of the Project and in support roles as interpreters especially where explanation may be needed during assessments. Priority language groups for translation and interpreting services include Spanish, Bengali and Arabic, and will be provided by the Living Water Community Ministry for Refugees.

Undergraduate Linguistics

Past students of Structure of the English Language (LING 2402) could form part of the instructional team to enrich the (TEFOR) component. At least (6) six interns in this area could be assigned volunteer work hours in the pre and post-assessment phases of the Project and in support roles in classroom learning for eight (8) weeks.

Literacy Interns

Interns in Literacy could form part of the co-curricular team to enrich the instructional programme to the migrants and refugees. At least (6) six interns in this area could be assigned volunteer work hours in the in the co-curricular and classroom components for eight (8) weeks.

Specialists and Interns in Social Work and Global Studies

The specialists in Social Work and Global Studies will form part of the Orientation Team to enrich the informational context for the TESOL teacher education programme and TEFOR (Teaching English for Refugees) by information sharing. At least (6) six (interns in Social Work and Global Studies, combined, could be assigned volunteer hours in the pre and post-assessment phases of the project and in support roles of instruction and/or co-curricular learning.

Chaperones/ In-house Supervisors for Young Learners

As referenced under "Teaching Assistants," (3) three teaching assistants will provide thirty-two (32) hours of voluntary support to teacher trainees per week based on lessons and activities to be decided upon by the teacher trainees. They will be recruited by selection criteria from the fields of Social Work, Early Childhood Education and Literacy Studies and will work specifically with children.

Transport Personnel

This aspect of the project will be coordinated entirely by Rotary Club and the Living Water Community Ministry for Refugees.

Animators/Musicians

These volunteers will work specifically with the children and adolescents within the refugee group and will do up to eight (16) sixteen hours of voluntary instruction for the project, over (8) eight weeks. This component requires further discussion and integration as a co-curricular alternative.

Audio-Visual Volunteers

At least three (3) audiovisual volunteers from the Film Programme, within the Faculty of Humanities and education will provide recorded footage during the pre and post assessment activities of orientation and

UN-Living Water Observers

Personnel from the Living Water Community Ministry for Refugees and the United Nations High Commission for Refugees will participate in the (TEFOR) project, by providing orientation data and contextual information about the status of refugees and migrants in Trinidad and Tobago. They will also participate as observers who will ensure compliance with Human Rights Protocols and observances during the implementation of the project.

UN-Living Water Volunteer Teachers

TESOL Practicum-Community Engagement (March 2017) rf 16

Two (2) selected volunteers from the Living Water Community Ministry for Refugees will do two(2) hours of voluntary active instruction per week, amounting to (16) sixteen hours for (8) eight weeks and will conduct four (4) hours of peer observation for (8) eight weeks giving rise to (20) forty hours, in total for a practicum requirement. This will constitute an immersion experience as pre-service teacher training, at the level of the Certificate level in (TEFOR), for LING 5104, which will be free of tuition fees.

As they have not benefitted from the other courses in the TESOL Diploma, they will be required to prepare a teaching philosophy for the Teaching of English to Speakers of Other Languages, and to do key readings before and after the practicum experience. In this way, they will have the opportunity to revise their teaching philosophies as part of their professional development. This initiative is intended to facilitate the sustainable development of instructional capacity at the Living Water Community Ministry for Refugees.

APPENDIX C

Confidentiality Undertaking

To: Living Water Community (LWC)
109 Frederick Street, Port of Spain

Date: _____

Name: _____

I agree as follows:

i. Not to disclose or discuss any information about asylum-seekers or refugees (both terms hereafter called 'Refugees') employees of Living Water Community (LWC) or other related matters that come to my knowledge as a result of my involvement as an employee, student, volunteer, trainee, servant or agent of the University of the West Indies (UWI) or the Humanitarian Association of the Republic of Trinidad and Tobago (HARTT).

ii. To report without delay any ties, professional or personal, I have with any refugees.

iii. That there is no time limit on any of the obligations under this agreement.

iv. That I shall not derive any personal profit or advantage from any confidential information that I may acquire as a result of my involvement as an employee, student, volunteer, servant or agent of UWI or HARTT.

v. In order to protect the privacy and confidentiality of the Refugees, not to take any identifying pictures, videos or recordings of them with any telecommunications or electronic device. I also shall not post or share such content should I take such pictures, videos or recording of the TESOL students, notwithstanding their consent, to any social media or other media platform. I will also not provide information to be shared with the public about the Refugees that has not been approved by LWC.

vi. Before undertaking any research about or which concerns the Refugees in the TESOL course, whether for academic research or not, I shall first have and obtain written permission from all of the following parties: the United Nations High Commissioner for Refugees, LWC and the UWI Campus Ethics Committee and the Refugees themselves. I will also disclose this to the Refugees.

I have read, understand and accept each of the undertakings set out above.

Signature: _____

Date: _____

Place: _____

Appendix 7 - Consent Form (English and Spanish versions)

Consent to Participate

in Summer English as a Second Language Course
For Asylum Seekers and Refugees

Organised by the University of the West Indies and the Living Water Community

Dear Participant,

This course is being provided to you by the University of the West Indies ('the UWI'), TESOL Programme, in collaboration with the Living Water Community ('LWC'). Its aim is to provide you, the participant, with the English language and other skills necessary to live in Trinidad and Tobago and ultimately to integrate in our society. This is the first of its kind to be offered in Trinidad and Tobago and we hope that it will be a success.

The organisers undertake to respect your confidentiality at all times and to always act in your best interest. As the organisers include academics, research about this project is likely to be a by product.

This research will not be identifying but will help with gaining awareness and even funding for further projects of this nature. This project is quite resource intensive. Funding has been limited but we are grateful to the UWI for bearing many associated costs. We expect that by agreeing to participate in this course that you will commit to attend the entire course so that it can be beneficial to you.

I have read and agree to the following:

- That I will participate in the Summer ESL course offered by the UWI and LWC.
- That I will attend 80% of classes in order to receive a certificate.
- That I will inform the UWI and LWC should my contact information change.
- That I will inform the UWI and LWC if I am able to, when I am unable to attend any classes.
 - That academic research related to this course may be produced and that I am entitled to anonymity of information and will inform the UWI or LWC that should I not wish for my information to be used in any research.
 - That should I have children between the ages of 2-12, they will be provided with instruction and care separate and apart from me.
 - This document has been read out to me in its entirety in Spanish and I understand its contents.

Name and signature (Nombre y Firma)

Date (Fecha)

Consentimiento de Participación

en el programa de clases de inglés como segunda lengua para refugiados y solicitantes de asilo organizado por *The University of the West Indies* y *Living Water Community*

Estimado participante,

Este curso que le proporciona *The University of the West Indies* (UWI), programa de TESOL, en colaboración con *Living Water Community* (LWC). Su objetivo es proveer a usted, el/la participante, mediante enseñanza del idioma inglés con ayuda y otras habilidades necesarias para vivir en Trinidad y Tobago y en definitiva, para integrarse en nuestra sociedad. Este programa es el primero de su tipo que se ofrece en Trinidad y Tobago y esperamos que sea un éxito.

Los organizadores involucrados en el programa se comprometen a respetar su confidencialidad en todo momento y actuar siempre en su mejor interés. Los organizadores incluyen académicos, y es probable que investigación acerca de este proyecto surja como resultado de estos esfuerzos.

En cualquier investigación que pueda surgir no se identificará a los participantes, sino que se orientará a ganar conciencia de la enseñanza de inglés y conseguir financiación para otros futuros proyectos de esta naturaleza. Este proyecto involucra muchos recursos, por lo tanto, la recolección de fondos/financiamiento ha sido limitado, pero estamos agradecidos a UWI quienes han asumido muchos de los gastos que este proyecto implica. Esperamos que por haber aceptado participar en este programa, se comprometerá a asistir a todo el curso. Esperamos que pueda ser beneficioso para usted.

He leído y estoy de acuerdo con lo siguiente:

- que participo en el programa de clases de inglés que ofrece UWI y LWC.
- que asistiré al 80% de las clases para poder recibir un certificado.
- que informaré a UWI y LWC si mi información de contacto cambia.
- que informaré a UWI y LWC de cuando seré capaz o incapaz de asistir a las clases.
- que se puede producir investigación relacionada con este curso y que tengo derecho al anonimato de la información y que informaré a UWI o LWC si no quiero que mi información sea utilizada para fines de investigación.
 - que si tengo niños/as entre las edades de 2 a 12 años, se les proporcionará con instrucción y cuidado y por separado.
 - que este documento ha sido leído por mí en su totalidad en español y entiendo su contenido.

Name and signature (Nombre y Firma)

Date (Fecha)

Email (Correo Electrónico)

Telephone number (Numero de telefono)

