

#BACK TO SCHOOL

Education and Migration
Larnaca, 18 June 2019

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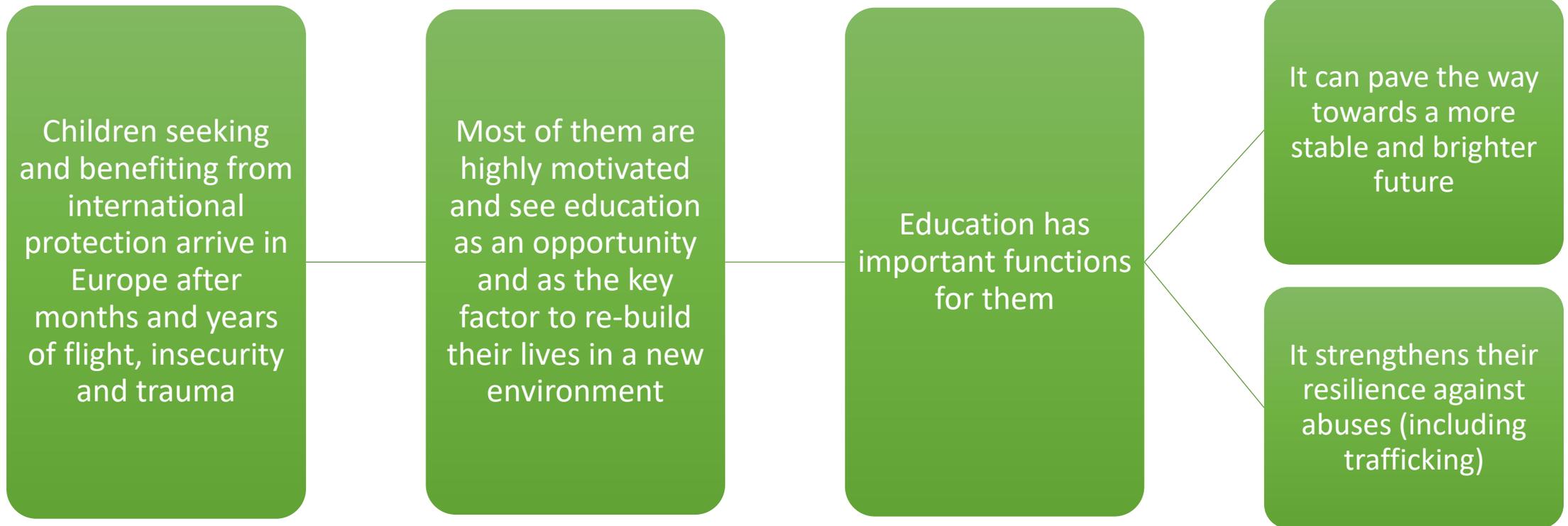
The #Back to School - Report

- Comparative overview of the situation of asylum seeker and refugee children having reached compulsory school age in 7 EU countries (France, Germany, Greece, Hungary, Italy, the Netherlands, Sweden) and Turkey (as an emerging country of destination)
- Focus on access to education
- Commissioned by Global Progressive Forum
- Prepared by Migration Policy Group and SIRIUS – Policy Network on Migrant Education

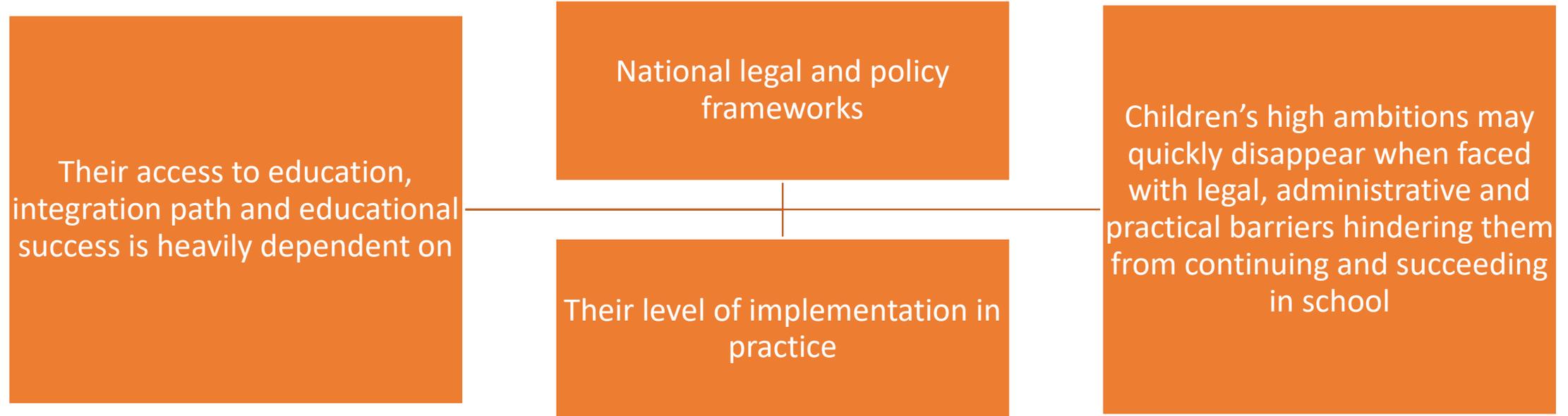
Children with a refugee background in the EU

- About 638,000 asylum applications in EU-28 in 2018 (since 2015, 3.5 - 4 Mio. applications)
- About 1/3 of people seeking asylum in Europe are minors (most of them in compulsory school age) – exception: about 45% in Hungary, Austria, Germany and Poland > Roughly 1.2 Mio. children with a refugee background in EU
- 1/3 of them are ‚late arrivals‘ (between 14 and 17 years) – about 85% of them are unaccompanied children
- In total, 10% of minors are unaccompanied children

The relevance of education for children with a refugee background



Law, policy and practice dependence



"There are far more reasons that push children to leave their homes and fewer pull factors that lure them to Europe. But for those who do aim to come to Europe, the allure is the chance to further their education, find respect for their rights and get ahead in life. Once they reach Europe, their expectations are sadly shattered."

Afshan Khan, Regional Director for UNICEF in Europe and Central Asia.

Relevant International Conventions

- **Article 26 of the Universal Declaration of Human Rights (UDHR), 1948:** ‘everyone has the right to education’
- **Article 13 of the International Covenant on Economic, Social and Cultural Rights, 1966:** free and compulsory primary education for all, general availability and accessibility of secondary education to all
- **Refugee Convention of 1951, Article 22:** access of refugees to elementary, secondary, higher and other education, recognition of foreign school certificates, diplomas and degrees, financial support for education
- **Article 28 of the Convention on the Rights of the Child, 1989:** regular school attendance, reduction of dropout rates
- **Goal 4 of the United Nation’s (UN) Sustainable Development Goals (SDGs):** ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’



Relevant EU
Directives
and
Frameworks

Article 14 (1) of the Directive 2013/33/EU of the European Parliament and of the Council: grant children of asylum seekers & minor asylum seekers access to the education system 'under similar conditions as nationals' of the host Member State (MS)

Article 27 of the Council Directive 2011/95/EU: grant minors granted refugee or subsidiary protection status access to education 'under the same conditions as nationals'

Article 14 (2), Directive 2013/33/EU: include children entering a MS in education within 3 months; provide 'preparatory classes, including language classes, to minors where it is necessary to facilitate their access to & participation in the education system'



Relevant EU
Directives
and
Frameworks

European Agenda for Migration (relocation & resettlement framework): integrate into EU societies refugees & asylum seekers who are eligible for protection

EU Action Plan on the integration of third country nationals (2016): provide language learning & prevent educational segregation, ensure that teachers have the skills to manage diversity, promote recruitment of teachers with a migrant background, promote participation of migrants' children in early childhood education & care, enable access to vocational training; assess, validate & recognise skills & qualifications of TCN

Commission Communication on the protection of children in migration: prioritise safe access to formal & non-formal education, reduce length of time that the education of minor asylum seekers is disrupted; early & effective access to inclusive, formal education is one of the most important tools for integration of children, fostering language skills, social cohesion & mutual understanding & is crucial for ensuring durable solutions (COM 211 final, 2017)

Journeys – at least 1,5 million children in need of international protection in the region of Europe

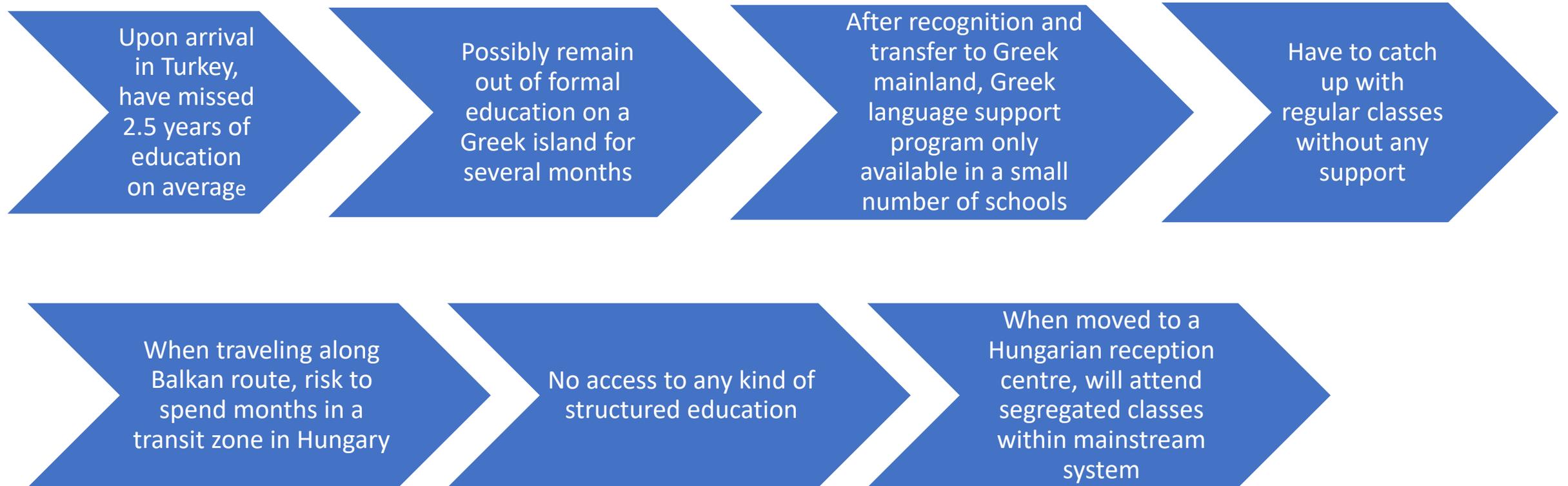




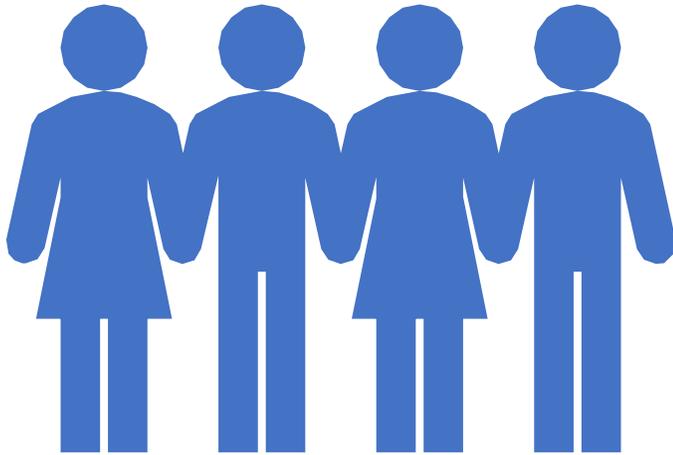
Refugee children in compulsory school age – The journey in practice: Turkey

- Hosts approx. 3.4 million refugees (incl. 30% minors)
- Many of them not in any formal education
- Little chances for those who attend schools to enroll in regular schools
- International organisations and civil society try to fill the immense educational and support gap > offer some form of education, language tuition, scholarships

Refugee children in compulsory school age – The journey in practice: Greece > Hungary



Refugee children in compulsory school age – The journey in practice: Italy



- More likely to be able to continue their education
- Usually enroll in regular classes below the class corresponding to their age
- Provision of extra support depends on school, but many schools lack funds and capacity to provide systematic extra tuition

Refugee children in compulsory school age – The journey in practice after first entry

Journeys are likely to continue after first entry

Small numbers are relocated after waiting for months before being transferred to another EU country > insecurity and demotivation to adopt to an education system that they will have to leave behind

Others try to reach other EU countries without registering at first entry points > no possibility for children to attend regular schools

Insecure status and frequent transfers prevent them from attending regular schools – asylum procedures last up to 15 month (by law) and 21 months (in practice) + appeal periods

Can add up to 3.5+ years of missed education

Those entitled to attend regular schools rarely receive sufficient support to bridge this gap and succeed in regular schools

Leads to high risk of early school leaving

Other challenges

- Highly vulnerable children:
 - Children whose claims for asylum are rejected and who ,leave the system‘ within the EU
 - Trafficked and abused children (including those who travel with alleged relatives)
- Increasingly restrictive policies in EU countries (including high rates of returns and deportations)
- Restrictions for ,late arrivals‘ (duty vs. right to education)
- Large data gaps
- Lack of funding for school integration of refugee children

	France	Germany	Greece	Hungary	Italy	Netherlands	Sweden	Turkey
Number of asylum applications from children in 2016	14.910	722.370	19.720	8.550	11.170	6230	10.875	No publicly available data
Compulsory school age	6-16 years	6-16 years	5-16 years	3-16 years	6-16 years	5-16 years	7-15 years	6-18 years
Above the compulsory school age	No qualification obligation or enrolment duty	Qualification obligation	No qualification obligation	No entitlement to education	“Right-duty” to education and professional training	Qualification obligation	Entitlement to upper secondary school	Limited access to higher education
Legal deadline for enrolling asylum seeker children education	3 months	3 months (differences among the Länder)	3 months, but possibility to offer them only non-formal education	3 months	3 months	3 months	1 month	No
Average time between asylum application and enrolment in education	Few days	6 months	Education typically organised separately from regular schools throughout the asylum procedure.	30 days (children in reception centres) Up to several months (children stranded in transit zones)	No data. Estimated to take place typically within a few days.	6 weeks	No publicly available data. Typically within legal deadline.	Majority out of formal education.
Separate immersion classes	Yes	Yes	Yes, but not offered in a structural manner.	Ad hoc	No	Yes	Yes	No. Parallel system of temporary education centres for Syrians.

Example for highly limited access to education: ,Anker' centers in Germany (Bavaria)

- 'Centers for arrival, reception and return'
- For people from countries with 'low prospects to remain' in Germany
- Detention-like system
- No access to mainstream schools or training institutions
- Minimal provision of education without aiming at integration in Germany, classes in age groups, no set curriculum or teaching materials
- High absenteeism (due to low quality and fears of forced return or deportations)
- No additional support or protection structures for children and women
- High numbers of single mothers
- Long waiting periods 'in limbo' with high emotional stress
- High numbers of people 'leaving the system' for fear of forced return or deportation