16 November 2019
ICFFR Conference
‘Refugee and migrant children and families: preserving family life through hard challenges’

The right to education for migrant children in Europe
The right to education in Europe

CONTENTS

• Migration in Europe: figures, legal framework and practices
• COFACE Families Europe: general presentation and actions on migration
• Practices of COFACE members
• Policy recommendations
Migration in Europe

• 2017: 4.4 million people immigrated to one of the EU-28 Member States (2 million third country nationals, 2.3 million intra EU moving and returning, 0.1 stateless)

• 2017 1m asylum demands (IT, CRO, CY) mainly from Syria, Iraq, Afghanistan, Nigeria. Half accepted, mostly aged 18-34.

• January 2018: 22.3 million people (4.4 %) of the 512.4 million people living in the EU on 1 January 2018 were non-EU citizens

• TCN main destinations: GER, UK, ES, IT, FR

• 2019 900 thousands pending asylum requests

• Since January 2019 35,400 refugees and migrants (1/4 children) arrived in Europe through Italy, Greece, Spain and Bulgaria
Migration in Europe

- Restrictive asylum policies
- Increased immigration detention
- Violent push-backs at borders
- Criminalization of solidarity
- Reception conditions offered to children in several countries are below regional norms
- Shifts in funding priorities threaten gains achieved in education
- New European leadership and policy reforms: opportunities to improve standards to keep children safe from violence and provide them with the basic care and services they need to integrate and contribute to host communities.

(Refugee and Migrant Response in Europe, Humanitarian Situation Report, 32, UNICEF)
Legal framework on the right of education for migrant children

- UN Refugee Convention 1951 (art. 22)
- UN Convention on the Right of the Child 1989 (art. 28)
- EC Action Plan on Unaccompanied Minors (COM2010)
- Reception Conditions and Qualifications Directives (2011-2013)
- European Agenda on Migration (COM(2015))
- EC Action Plan on Integration of third-country nationals (COM(2016))
- EC Communication on the Protection of Children in Migration (2017)
Education, a right for all or a privilege for some?

- Long waiting periods
- Language barriers
- Distance from residence and school
- Lack of information on educational opportunities
- Beurocracy
- Limited financial support for asylum seekers
- Risk for discrimination
- Lack of parental educational qualifications or skills
- Need for mental health awareness and interventions
Education, a right for all or a privilege for some?

- Children’s integration and educational success depends on how policy framework are transposed and implemented nationally
- Different situations in each EU country (and in between different regions)
- Education is the greatest weakness in integration policies in most countries
- Generally less opportunities for migrant teenagers to access secondary/tertiary education compared to their native peers
- EU law is uneven between children of intra-EU migrants and third country nationals
The Commission promotes the exchange of practices and funds projects supporting migrant children in education:

- Targeting teachers (training, capacity-building, e-learning, support by cultural mediators, adapting curricula)
- Improving access to the mainstream education system (preparatory period, different visions)
- Facilitating integration in the host society (support classes, language and cultural learning, pre-curriculum programmes)
- Providing informal education (workshops, information sessions, homework support, music, handicraft, drama, holidays, summer camps)

THERE IS STILL LACK OF LONG-TERM HARMONISED INTERVENTIONS
COFACE Families Europe

• Founded in 1958
• Pluralistic NGO
• 58 family organisations
• from 23 European countries
• National networks / local organisations
• Representing and providing support to: large families, monoparental families, families with members with disabilities, same sex families, vulnerable families, reconstituted families...
• Equal opportunities between family forms
• Advocating for Resources – Services - Time
COFACE Families Europe

- Holistic approach
- Values: Non-discrimination, Human rights, Social inclusion, empowerment, solidarity
- Represent, advocate for the rights and interest of all types of families
- Monitor EU initiatives, build the capacity of COFACE network
- Funded under EU Programme for Employment and Social Innovation
COFACE work on migration

Our advocacy work on migration:

- Conferences and projects
- Reconstituted and transnational families
- European Platform on Asylum and Migration
- Initiative for Children in Migration
- 2019: position paper on building inclusive societies
- 2019: policy brief on COFACE members actions on supporting the inclusion of migrant families
- Monitoring new European budget: AMIF – ESF +
The role of education in building inclusive societies

• EDUCATION is a FAMILY PROJECT

• PARENTS/GRANDPARENTS, COMMUNITY SOCIAL STRUCTURES and SCHOOLS ARE EQUALLY IMPORTANT for CHILDREN to REACH THEIR FULL POTENTIAL

• FAMILIES NEED SUPPORT
The role of education in building inclusive societies

INCLUSIVE EDUCATION REQUIRES SYSTEMS TO ADAPT TO THE NEEDS OF EACH CHILD AND FAMILY, WITH QUALITY RESOURCES:

- RIGHT BASED: putting the CHILD at the CENTRE
- COMPREHENSIVE: From CHILDCARE to UNIVERSITY
- HOLISTIC: including EXTRA-CURRICULAR ACTIVITIES
- TWO-GENERATION approach: targeting CHILDREN and PARENTS
- COMMUNITY-BASED: building capacities and intercultural skills of the receiving community
Our actions towards migrant children and families

Our members work with:

- **The COMMUNITY** - mutual help and solidarity
- **CHILDREN AND ADOLESCENTS**
  - language, health sexual and global citizenship
  - play and entertainment
  - psychological/social support
  - prevention/response to bullying
- **PARENTS**
  - adult education
  - legal advice
  - Guidance on public resources
  - family mediation
  - psychological/social/peer support
- **SCHOOL PROFESSIONALS**
  - developing their intercultural competences
Belgium: Voisins solidaires

- Ligue des Familles - Convivial
- Since 2017
- Accompanying long-term citizens wishing to meet and support refugees living in their neighbourhood
- Different services according to availability, skills, desires
- Charter of solidar neighbours

**STEPS :**
1. INFORMATION SESSION
2. TRAINING
3. MATCHINGS
4. FIRST MEETING
5. THE RELATIONSHIP
6. THE FOLLOW UP
7. EVALUATION MEETINGS
8. SUPERVISIONS
9. BUILDING COMMUNITY

https://voisinssolidaires.be/
https://www.youtube.com/watch?v=jfn8MahtyF8
DASPA classes

- Ligue des Familles and Red Cross Belgium
- 20+ schools in the Walloon Region
- Reception and schooling classes for newly arrived students
- **Intermediate step before a "ordinary" schooling**
- **School support adapted to the student profile** (language, other disciplines and school culture)
- **Non-formal education activities** in primary schools about global citizenship focusing on migrant and refugee challenges

Spain: Salud y Familia

Health and wellbeing of all families and support intercultural relations.

85% users with migrant origins

- family planning
- pregnancy counselling
- law counselling
- psychological counselling

Cultural mediators to enhance participation in society helping in the communication with other associations and professionals

http://www.saludyfamilia.es/es
Spain: Madres entre dos culturas

Asociacion salud y familia
- Group activities of intercultural education
- Target: immigrant mothers with children under 3
- Peer support and empowerment
- Prevention and promotion of maternal and child health
- Strengthening maternal skills
- Guidance on public resources
- Family planning
- Inclusive education, employment
- Social assistance
- Cultural activities
- Health education
- Functional social support networks for mothers
- Collaboration with public hospitals

https://www.youtube.com/watch?v=leyA5E6vVKs
https://madresentredosculturas.es/
UNAF Spain

- **Mediation** and **counselling** (parents, parents-teenagers, students)
- **Sexual education** (sexual health, female genital mutilations, sexual and reproductive rights, right to integrity, pleasure and well-being)
- **Awareness-raising workshops** for professionals and migrant communities
- Awareness raising **events**
- **Specialised materials**
- **Communications activities**
- **Networking** with civil society and public authorities

Finland: Vaestoliitto

- **Welcome Guide** (trust, participation, supporting education, discrimination, relationship building, homework and school glossary, healthy lifestyles)

- **Cooperation school/home life**: facilitate migrant parents' participation in school cultures and child development

- **Adult education**

- **Language** training programmes

- **Centre for Multicultural Expertise**: psychological challenges of migrants' family life, childrearing, parenthood, interaction with society, encourage fathers' participation in children upbringing

- **Peer groups**: in 7 languages, immigration experience and changing parenthood, raising a child in Finland, bilinguism and schooling, family dynamics arising with migration

https://www.vaestoliitto.fi/in_english/
Bulgaria: Centre of Women's Studies and Policies (CWSP)

- **Equal Space Erasmus+**: training for community educators and facilitator to work on educational challenges of migrants, refugees and minority women

- **Research** on state of play of involvement of migrant/refugee women in national education programmes

- **Training and education** to migrants in reception structures (language learning, cooking, arts, music and theatre)

- **Play and entertainment for children and adolescents**: language, science, art, school preparatory courses

- **Centre for Integration of Refugees and Migrants**: services to facilitate integration (psycho-social support, language, social policies, home and employment assistance)

http://equalspace.eu/
Greece: Vitality Intervention

**KMOP**: empowerment and human development, in migration focus on health and well-being, integration and discrimination

**Vitality intervention**
- **Erasmus+ project**
- health education in schools and communities of newly arrived migrants and long-term unintegrated migrants
- Greece, Italy, Germany, Austria, Denmark
- Ready-to-use health learning units for communities and educators

**Objectives:**
- Promoting and improving the health of migrants
- Providing information on healthy lifestyle
- Preventing the importation of infectious diseases
- Informing migrants about the health system of the host country
- Confidence to make use of the existing health system

https://www.kmop.gr/
Greece: E-COURSE

- Erasmus+ Project
- EnhanCing the ParticipatiOn and Learning Performance of Migrant and RefUgee Children in PRimary School Education
- Primary schools
- Greece, Germany, Italy, France and Cyprus
- Participation and learning performance of newly arrived TCN children
- Tackling of early school leaving (ESL)
- Enhance the intercultural competences of teachers
- Support schools to facilitate inclusion
- Strengthen collaboration among school leaders, teachers and non-teaching staff, learners, parents/families

Outputs:
- Learning modules for teachers
- Pilot of School Support Platform
- Methodology for the elaboration of school policies on diversity

https://e-course.eu/
Greece: INTEGRATED

- Greece, Italy, Spain
- Strengthen participation of newly arrived TCN children in education
- Combating discrimination against TCN children in schools
- Policies and practices regarding the inclusion of TCN children in education: in Greece, Italy and Spain
- Comparative findings on TCN children inclusion in education
- IntegratEd’s Educational Support Model
- Guide on mentors’ application and selection procedure
- Booklets on the GR, IT and ES education systems
- Guide on developing and implementing diversity in school policies/action plans
- Policy brief on mainstreaming the educational support model for TCN children

https://www.integrated-project.eu
Greece: Medis

- **MEDIS** Mediterranean Inclusive Schools Programme
- Erasmus+
- Spain, Cyprus, Greece, Italy, Portugal and Bulgaria

- Objective: find pedagogical proposals to avoid social exclusion
- Capacity building for managing diversity through inclusive methodologies and pedagogical approaches, awareness raising and promotion of diversity
- 90 schools will implement the MEDIS inclusive programme
- MOOCS based on good practices of partners

https://medisinclusiveschools.eu
Inclusion is good for everyone

• **DISCRIMINATION** can cause depressive feelings, loneliness, difficulties with social inclusion, physical and psychological difficulties, and higher drop-out rates, early school leaving

• **AFFECTING INCLUSION IN SOCIETY LATER IN LIFE**

• Education can be a ** TOOL FOR EQUALITY** by promoting interaction between peers

• And fostering the **DEMOCRATIC VALUES, ATTITUDES, SKILLS, KNOWLEDGE** needed to interact in diverse environments

• **INCLUSION** of vulnerable children and families promotes STRONGER MENTAL-HEALTH and WELL-BEING,

• And greater SUCCESS in building and contributing to inclusive communities

• To achieve inclusion, the **CROSS-SECTIONAL** approach bridging gaps in social-health, education, migration, and family policy initiatives must be strengthen

A BETTER SOCIETY FOR ALL FAMILIES
Some policy recommendations

EU and MS should promote inclusive education pathways for migrant children including these key actions:

- Legislative framework: same right to education to native and migrant children
- Training to school professionals in teaching and managing diversity
- Assessment of knowledge and needs of migrant children at their arrival
- Include citizenship education, non-formal education and peer learning in school curricula
- Involve and include both students and parents
- Build bridges between migrant families and the local community
- Involve all relevant stakeholders: create and strengthen networks of professionals (teachers, administration, social workers, psychologists, nurses, child protection officers, and cultural mediators, civil society and youth organisation)
Valuing diversity

- Person-centred / holistic approach
- Networking
- Partnership
- Empowerment
- Peer-support
- Human rights awareness and education

Are fundamental tools to value diversity while promoting equality in rights and dignity.

This needs political will and investment at all administrative level to make inclusive education pathways (and societies) a reality.

All actors can play a role to make this happen.
THANK YOU

THE FLOOR IS YOURS

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