



European
Commission

EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

EENEE and NESET II Conference - Brussels, 23 November 2017



Education
and Culture



EMPOWERING SCHOOLS

EVIDENCE - INFORMED
POLICIES FOR QUALITY
EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



Continuity of learning for newly arrived refugee children in Europe

NESET II ad hoc question No. 1/2017

Claudia Koehler

EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



Goal of the analysis

Provide an overview of approaches of existing policies and initiatives for ensuring continuity of learning for refugees and asylum seekers in Belgium (Flanders), Finland, Germany (Bavaria and Hamburg), Greece, the Netherlands, Sweden, the United Kingdom (UK), and Italy



EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



Main sources

- SIRIUS – Policy Network on Migrant Education
 - ‘Multi-country Partnership to Enhance the Education of Refugee and Asylum-seeking Youth in Europe’ (SIRIUS, 2017)
 - Policy Brief ‘Refugee children in education in Europe. How to prevent a lost generation?’ (Crul, 2017)
- ‘No lost generation: Education for refugee children. A comparison between Sweden, Germany, The Netherlands and Turkey’ (Crul et al., 2016)
- ‘Cities’ Actions for the Education of Refugees and Asylum Seekers’ (Eurocities, 2017)
- ‘EDINA Country Report – Finland’ (Dervin, et al.)
- ‘Current migration situation in the EU: Education’ (Fundamental Rights Agency, 2017)
- ‘The Journey of Hope: Education for Refugee and Unaccompanied Children in Italy’ (Grigt, 2017)



EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



First arrival

Most young refugees are highly motivated and ambitious upon arrival; education is seen as main factor for success in receiving societies



EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



Key factors impacting education upon arrival

- Time lags in provision of education (Article 14 (2) of Directive 2013/33/EU of European Parliament and the Council)
 - Administrative procedures
 - Lack of preparatory classes
- Accommodation arrangements
- Legal barriers (e.g. education dependent on age and status)
- Lack of structures allowing informed choices and the connectivity with prior education and knowledge



EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



Supportive policies upon arrival

- National legislations that provide for fast entry into education (Sweden: within 1 month after arrival)
- Compulsory schooling for all school age children regardless of status (Belgium, Italy, Netherlands)
- Informing refugees about the education system and opportunities: Group sessions ('network days') (Sweden, some schools in Flanders), school information centres (Sweden, Hamburg)
- Designing individual curriculum or learning plans for each student (Finland, UK, some schools in Netherlands)



General debate around transition classes

Goals of transition period: rapid integration into regular classes & provision of optimal language support



- 1) longer periods of time in preparation classes for better chances for learning the national language vs.
- 2) early integration into regular classes and mixing of pupils, so that social integration and the application of the newly acquired language skills is facilitated as soon as possible vs.
- 3) mixed system: refugee students and their age peers together in regular classes in all subjects in which language is not as central



EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



Transition period in EU countries

- Transition classes with focus on quick acquisition of language skills and a general orientation in the host society and culture, 1-2 years: Austria, Germany, Finland, France, Italy, Sweden, Denmark, Greece, Hungary, Netherlands, Poland
- Possibility of direct enrolment into mainstream classes + additional language support: Austria, Italy, parts of Germany, Greece, Sweden, Poland
- No transition classes & direct enrolment into mainstream classes: Bulgaria, Italy, Slovakia, Spain, UK (+ additional support and individual learning plans)



EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



Key factors impacting transitions to mainstream education

- Additional support in mainstream classes
- Teacher qualification
- Model of tracking
- Regulations on age
- Legal status (asylum procedures)



EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



Supportive policies impacting the transition into mainstream education

- Coaching & support in mainstream schools:
 - Obligatory assignment of a qualified support person in each school & additional language support after entering mainstream education (Sweden)
 - Coaching teachers facilitating the transition from preparation to mainstream classes (Flanders)
 - Mentoring (e.g. Rotterdam, Hamburg)



EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



- Tracking:
 - Late or no tracking (Finland, Sweden, UK)
 - Facilitation of the entry into higher secondary education through a prolonged & more intensive preparatory system (some schools in Hamburg)
- Language:
 - Option to enrol in certified courses & tests for the national language as second language (Sweden) & for the native language as a second foreign language (some schools in Hamburg)



EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



- Teacher qualification:
 - Training of teachers for migration and diversity issues & for the particular needs of refugee students (esp. for language teaching, responding to psychosocial needs & enabling connections with prior learning) (Teacher Training Institute in Hamburg, Finland, Malmö, online tools in Flanders, Italy, Spain)





EMPOWERING SCHOOLS

EVIDENCE - INFORMED
POLICIES FOR QUALITY
EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



Different stages of enabling continuity of learning for refugee students among EU countries

- Countries that used to be rather transit countries (e.g. Greece, Italy, Bulgaria) have begun to find solutions for integrating refugees in the education systems; tendency towards parallel or mixed systems



EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



- Countries with a longer history of integrating migrants & refugees into their education systems (e.g. Netherlands, Sweden, Germany, Belgium) already had experience & existing structures; had to be adjusted to higher numbers of new arrivals in 2015/16
 - Adjustment strategies included emergency solutions & numerous initiatives by Civil Society, including volunteerism
 - Processes to turn temporary structures & good practices of Civil Society into permanent structures & institutionalise them have started in some countries





EMPOWERING SCHOOLS

EVIDENCE - INFORMED
POLICIES FOR QUALITY
EDUCATION

*EENEE and NESET II Conference
Brussels, 23 November 2017*



Thank you for your attention!