Education of Refugee and Asylum-seeking Youth in Europe

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Based on the projects

• ‘Multi-country Partnership to Enhance the Education of Refugee and Asylum-seeking Youth in Europe’ (PERAE)
  ➢ the SIRIUS Network, a European policy network on the education of children and young people with a migrant background

• RESL.eu ‘Reducing Early School Leaving in the EU’.
  ➢ EU - FP7 project
Educational Support Policies

- study in 15 EU states by the Public Policy and Management Institute (PPMI), 2013

- policies facilitating the integration of NAMS (Newly Arrived Minor Students) in education systems:
  - linguistic support
  - academic support
  - outreach and cooperation
  - intercultural education
Educational Support Models

• **Non-systematic support model**
  • no distinct educational supporting policy for NAMS
  • Italy, Greece and Cyprus

• **Integration model**
  • academic support, outreach, cooperation and intercultural education
  • linguistic support is limited to extra support without offering it as a second language
  • Ireland
Educational support models

- **Centralized entry support model**
  - academic support and intercultural education
  - enhance the assimilation of migrants (France)
  - Luxembourg and France

- **Compensatory support model**
  - linguistic support, outreach and intercultural education
  - address the gap NAMS - native students; NOT the causes
  - Austria and Belgium: with early ability tracking
Educational Support Models

• **Comprehensive support model**
  • Well developed support policies; inclusive general education system
    • continuous teaching support; assistance in transferring to higher levels of education; decentralized and autonomy in the education system; mainstreaming of intercultural learning; outreach to parents and local communities
  • Denmark and Sweden
    ⇒ expected to have the best results
Case study - Flanders

- **2 urban schools**: almost exclusive immigrant population
- **3 stages integration process of NAMS in education**
  - **first arrival** (0-2 months in Belgium)
  - **reception education** (2-12 months in Belgium)
    - schools depend on themselves to support refugee students
    - psychological support: possible traumatic experiences, uncertainty of asylum procedure.
  - **transition to mainstream secondary education** (more than 12 months in Belgium).
- major challenge!
Transition reception - mainstream education

- a lack of general integrated **language policy** in mainstream classes (supporting language deficiency)

- lack of **flexible trajectories / curricula**
  \[\Rightarrow\] drop out / end up in vocational education ↔ academically capable for technical or general education

- **Suggestion:**
  - opportunity to follow irregular trajectories
  - flexible curricula (f.e. more Dutch)
Transition reception - mainstream education

- particularly difficult for **newcomers aged + 16**
- **Suggestion:**
  - Extra transition classes for 16 - 18 years old
  - post reception classes for + 18

- **major challenges NAMS ~ structural obstacles in mainstream education system**
Measures for reducing early school leaving

- cross-case analyses of **prevention, intervention and compensatory measures** for reducing early school leaving in **52 schools** / learning arenas in **7 EU states** (RESL.eu – project)

- ‘success’ of the measure:
  - addressing the basic **needs of students**
  - investing in caring **teacher-student relationships**
  - recognition and appreciation of **students’ voices**
Sources


• Ravn, S., Nouwen, W., Clycq, N., Timmerman, C. (2016) Refugee Education in Flanders (Belgium), Research Report ‘Multi-country Partnership to Enhance the Education of Refugee and Asylum-seeking Youth in Europe (PERAE)’, 59p