

# 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**
  - ⇒ 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

- Nouwen, W., Van Praag, L., Van Caudenberg, R., Clycq, N., Timmerman, C, (2016), School-based Prevention and Intervention Measures and Alternative Learning Approaches to Reduce Early School Leaving, Publication 3? RESL.eu 'Reducing Early School Leaving in Europe' (see: [https://www.uantwerpen.be/images/uantwerpen/container23160/files/RESL\\_Publicatie\\_A4\\_v5.pdf](https://www.uantwerpen.be/images/uantwerpen/container23160/files/RESL_Publicatie_A4_v5.pdf))
- 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