Managing global flows at local level

A short discussion note on Educational Services for migrants/refugees: The theme of the fourth workshop in Oldenburg 12-15 September 2017

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Dear Arrival Cities ULG members,

The fourth workshop in our transnational learning and exchange programme will focus on the theme of "Education Services for migrants and refugees"[1]. This will take place in Oldenburg from 12-15 September 2017.

This note is intended to stimulate some discussion within the ULG with a view to prepare the delegates who will take part in the fourth transnational workshop and also most importantly to provoke discussion and reflection regarding the Integrated Action Plan (IAP) that each ULG will be producing as key outcome of the Arrival Cities project. The IAP is of course an ongoing and iterative piece of work but it is important that each ULG explores and discusses each sub theme of the transnational programme with a clear objective of identifying how and in what way(s) the theme is going to be reflected in their IAP.

Introduction

Education has long been seen as the route for social mobility. Education services[2] across the EU and indeed the world, are all based on the expectation/"promise" that educational attainment will secure integration into society through language, culture, history and work.

It's interesting to remember the meaning of the word education. "To educate" literally means "to lead out". From Latin e(x) = "out" and ducere = "to lead". The key question about education has to be: To lead out of what and into what? In the classical sense, the answer to this has to be: Out of the nest, and into the world. In other words the goal of education was intrinsic. Its value was to broaden the mind and develop people's capacity. However, this broad view has been superseded for over a hundred years with a view that the goal and value of education is extrinsic. That is to say education for social advancement, a better job, more earning power, more status. This view has been underpinned in the last 50+ years by the ideology of "meritocracy "Put simply, "meritocracy" creates a belief that hard work and aptitude should be the only factors determining your future prospects. On the one hand this has attracted the mainstream political left across the EU as it attacks the idea of position through privilege and position. It has also been very attractive for the center and right mainstream political parties in that it rewards hard work and aptitude thus makes social mobility an individual issue rather than a societal one.

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[1] Please remember that in the Arrival Cities network we are using the term "migrant" to include refugees, asylum seekers etc. It also refers to new arrivals and those that have been settled in their host country for some time. In EU jargon we are focused on "third country nationals".

[2] In the workshop we will be focusing in informal and formal education BUT this will not include vocational training or any routes focused on entry into labour market or setting up a business. These aspects have already been covered in the workshop in Vantaa.

However, despite this strong consensus regarding the purpose of education, what has become increasingly clear is that education is failing a growing number of people. This includes your classic groups such as early school leavers but increasingly also includes groups who are "well qualified "but are unable to secure work that relates to their level of qualification. A recent report by the European Central Bank that focused on the "employment recovery" in the EU since the great crash of 2007/8, found that up to 18% of people who were part of the "employment recovery" were underemployed. What is also very clear from the work of Picketty[3] and others is that social mobility policies have failed to significantly reduce inequality between rich and poor despite 20 years of interventions by successive governments at all levels.

Evidence suggests that social capital and social cohesion[4] have been globally declining over the last decades. Unfortunately, educational institutions often reproduce the same type of dynamics that is prevalent in societies at large. Eurostat, OECD and European Commission data all indicate that both foreign born and second generation young people are at greater risk of poverty, more likely to leave school early and to be out of employment, education or training, and are less likely to have acquired basic skills (literacy, math's and science) by the age of 15. The Council of the EU also reported that "young women and men with a migrant background continue to face major disadvantages in education, on the labor market, and in transition from education to the labor market"[5].

Nonetheless, despite the considerable obstacles to success, immigrant students are motivated to succeed. Indeed, PISA results have indicated that immigrant students in 14 countries were more likely than non-immigrant students to aspire to be working as professionals or managers by the age of 30; and in 26 others expectations of the two groups were similar.[6]

These contextual factors are very important when considering the issue of education for migrants and refugees.

International and European policy context

The UN Human Rights Council Resolution from June 2016 "urges all States to expand educational opportunities for all without discrimination, recognizing the significant importance of investment in public education to the

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Inglehart, R, Postmodernisation, authority and democracy; in P. Norris(ed.) Critical Citizens: Global Support for Democratic Government, OxfordUniversity Press, Oxford, 1999.
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Pharr, S.J. and R.Putnam (eds), Disaffected Democracies: What'sTroubling the Trilateral Countries?, Princeton University Press, Princeton, 2000
5 Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the participation and social inclusion of young people with emphasis on those with a migrant background. 3201st Education, Youth, Culture and Sport Council meeting, Brussels, 26 and 27 November 2012
6. OECD (2015). Helping immigrant students to succeed at school – and beyond

maximum of available resources, to increase and improve domestic and external financing for education (...), to ensure that education policies and programmes are consistent with human rights standards and principles, (...), and to strengthen engagement with all relevant stakeholders, including communities, local actors and civil society, to contribute to education as a public good."[7]

The right to education is enshrined in, inter alia, the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women, the International Convention on the Elimination of All Forms of Racial Discrimination, the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, the Convention on the Rights of Persons with Disabilities, the UNESCO Convention against Discrimination in Education, and other relevant international instruments.

Recognizing the importance of education in allowing countries to realize their potential, the European Commission has developed a series of goals in the form of the Education and Training Strategy (ET 2020) to help Member States reduce school dropout and increase rates of tertiary education completion.

In 2011, the European Commission launched the SIRIUS Policy Network on the Education of Children and Youngsters with a Migrant Background to study and propose ways that EU countries can address the needs of disadvantaged groups while working to meet the goals outlined in ET 2020. The network facilitates the ability of experts, policymakers, and practitioners to gather and share policy ideas and practices to improve outcomes for these children.

The overall rate for early school leaving is 33 percent for third-country nationals, more than double the overall 14.1 percent rate within the European Union, for example rates of youth unemployment and young people "Not in Education, Employment or Training" (NEET) are significantly higher for first and second generation migrants than for their native peers in most EU Member States.

With the increase in flow of migrants since 2015, the issues of integration and education have risen up the policy agenda. Europe's Education Ministers discussed the necessary actions at the Education, Youth, Culture and Sports (EYCS) Councils in November 2015 and February 2016. Ministers highlighted the importance of strengthening cross-sectoral cooperation in the education, youth, culture, and sport sectors. They also underlined the importance of adequate education and training strategies for integrating recently arrived migrants and the need for adequate support for all learners. The Ministers particularly emphasized the need to recognise the competences of newly arrived migrants quickly and to provide intensive language learning opportunities to help overcome social inequalities. The Commission supports Member States in dealing with

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[7]UNESCO and UNHCR policy paper, No more excuses: Provide education to all forcibly displaced people, 2016.

these challenges. The Action Plan on the integration of third party nationals[8] , adopted in June 2016, outlines the Commission's strategy for integration. The Commission also encourages and helps Member States to share knowledge and best practices.

Issues and Challenges for Discussion

The overall challenge is how to enable educational systems to become more community-centered, systemic, and inclusive in order to close the school achievement gap between native and immigrant students. Here are the key issues that have been highlighted through several reports but also very significantly through a series of National Round Tables that brought together stakeholders from national, local, regional government alongside teachers, NGO's and organisations working with migrant learners.

SIRIUS was contracted by the EC to undertake a series of National round table discussions on the theme of "Education of children with a migrant background". These round table discussions took place in 12 member states: Croatia, Cyprus, Estonia, Flanders, Germany, Hungary, Latvia, Lithuania, the Netherlands, Norway, Portugal and Spain. Here are some of the key messages that emerged:

- Ensuring systematic education of teachers within the school. Teachers training on diversity must be improved. A commitment to improving outcomes for migrant children and reducing the achievement gap requires a coherent and integrated school policy on dealing with diversity in the learning environment and curriculum. This includes differentiated instructional practices, and teaching materials and assessment methods that are fair and stimulating for all students. It requires teachers to have excellent pedagogical competences and competence in building positive classroom climates.
- Ghettoization processes is an issue because schools can choose who they take.
- Collaboration and support between schools, community and parents. Teachers who succeed in engaging the parents of their diverse pupils—as well as cooperating with community organisations—will further support achievement in their schools. Research clearly shows that parental involvement and academic support, as well as communication between teachers and parents, stimulates children's achievement. Schutz argues in a review on school-community relationships that one way to achieve more sustainable development of schools in poor neighbourhoods is by involving community organisations: 'reforms have to start in and with the community, if they are to have any real hope of long-term success[9].

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[8]https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf
[9]Aaron Schutz, 'Home Is a Prison in the Global City: The Tragic Failure of School-Based Community Engagement Strate-

- Raising awareness of inter-culturality among teachers and students. Teachers in urban schools need training in the topics of migration, acculturation, social psychology phenomena and ethnic identity issues relevant to the diverse environments they teach in. Research indicates that teachers are likely to have lower expectations from immigrant children, which in turn lowers these students' self-esteem and perpetuates lower education outcomes. In contrast, those students able to combine the cultures of their origins and new homes (forming a transcultural or 'hyphenated' identity) are often the most successful pupils. Understanding these and other issues relevant to children of immigrants will help teachers better support all students; it will also assist teachers in assessing their students' starting positions and progress. Finally, it will help teachers to develop a positive attitude towards diversity and utilise their students' diversity as a rich source for learning in classrooms.
- Production of leaflets and flowcharts, both for parents and schools. If the parents are given information and training to understand the educational system, and what opportunities there are, they will be able to help their children make good and deliberate choices for their future.
- Establishing mobile teams for providing support in education and youth work.
- Second language learning is of national benefit.
- The key issue of education of students with migrant background is teacher training. The schools achieve its aims if teachers are working and cooperating efficiently, respectfully and are interested in their professional development. Although teacher in service training is obligatory, its implementation is not sufficient.
- Discrimination of teachers, pupils and parents with a migrant background is an issue in schools.
- Contact has to be established between the vocational students with a minority background and business and industry to pave the way for apprenticeships.
- It is important to do more and broader research on what kind of practice is good and should be implemented in the classroom. In teacher education, researchers and policymakers have to collaborate on the implementation.
- The lack of financial means has decreased the quality of attending to diversity in schools and to work with youngster on non-cognitive skills.
- Recognition of existing skills.
- Dealing with psychological trauma and specific health issues.
- Inclusion of unaccompanied minors in the education system.
- Steps towards monitoring and evaluation of migrant education need to be improved. Some Member States have taken steps but there is not a comprehensive system of monitoring and assessment.

gies', Review of Educational Research 76 (2006):

- It is crucial for students to be able to follow lessons in the language of instruction; a lack of comprehension may leave them feeling stressed, anxious, or bored. It may eventually lead to behavioural problems and failure at school. To mitigate such risks, it is important that schools provide sufficient support for youth to learn and master the language of instruction, and that teachers receive adequate training to address students' linguistic needs in the best way possible.
- It is crucial that schools support immigrants' continued use and study of their mothertongue. Such study will both help students learn the host-country language and potentially enrich the education system by introducing linguistic and learning diversity.
- Make use of the rapidly growing cohort of highly educated second-generation young adults in Europe as mentors. These mentors' personal knowledge of the school system; combined with their general understanding of mentees' home, social, and school experiences makes them well-equipped to provide meaningful mentorship.

Some resources

http://www.sirius-migrationeducation.org/wp-content/uploads/2014/02/WP1.2-Synthesis-report-NRT.pdf

https://www.oecd.org/education/Helping-immigrant-students-to-succeed-at-school-and-beyond.pdf

http://lllplatform.eu/

The Lifelong Learning Platform is an umbrella that gathers more than 40 European organizations active in the field of education, training and youth.

Haroon Saad -Lead Expert

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