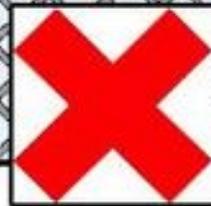


CHILDREN OF REFUGEES IN EDUCATION IN EUROPE THE MIDDLE EAST AND TURKEY



Prof. Maurice Crul
VU University Amsterdam

- **ACT NOW.**
- **Sirius Network**
- **Longitudinal research project on Syrian refugee children in school in Lebanon, Turkey, Germany and Australia.**



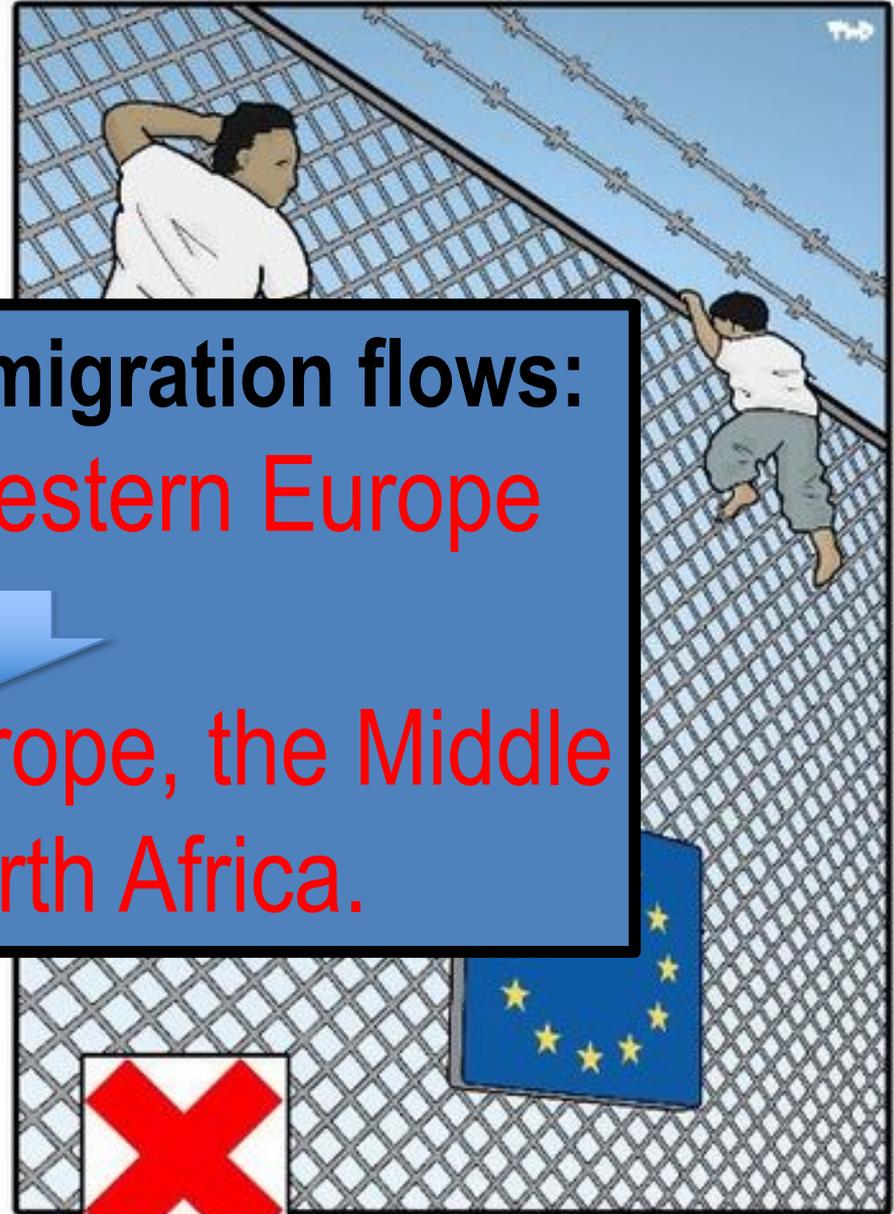
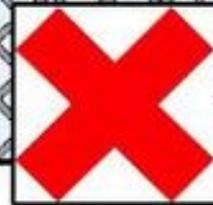


Major Changes in migration flows:

Before: North Western Europe



Now: Southern Europe, the Middle East and North Africa.



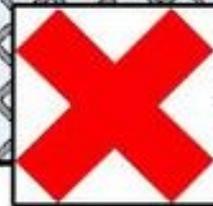


Major Changes Integration

Before: Integration in Europe



Now: Integration in North Africa, the Middle East and Turkey



INTERNATIONAL COMPARISON: TEAM OF LOCAL RESEARCHERS

- Germany (Jens Schneider)
- Sweden (Nihad Bunar)
- Greece (Ifgenia Kokkali)
- Turkey (Elif Keskiner)
- Libanon (Maha Shuayb)
- Netherlands (Frans Lelie & Maurice Crul)



NATIONAL INSTITUTIONAL ARRANGEMENTS AND THEIR EFFECT ON EDUCATIONAL OUTCOMES

Educational Outcomes:

- Attendance of compulsory education
- Early school leaving
- Attendance of post compulsory education

Most important institutional factors for success:

- Access to regular schools.
- Continued second language support.
- Apprenticeship training
- Additional support teachers in class.
- Second chance and adult education.

TURKEY:

- **Challenges:** About half of the secondary school aged refugee children not in education.
- Till 2016/2017 Parallel school system in Temporary Education Centers.
- Syrian teachers teaching an Syrian curriculum.
- Hardly any trained second language teachers.
- **Positive elements:** Political will to close Temporary Education Centers and integration into the regular school system.
- Massive investment in Turkish second language teaching.

LEBANON:

- **Challenges:** 40% of all compulsory school aged children in public schools now are Syrian.
- Parallel school system (afternoon classes).
- Language challenge: Math and science in English or French.
- Hardly any children continuing in upper secondary school (3%).
- **Positive Elements:** Lebanon has a long history of international NGO activities (Palestinians).
- High quality informal learning arrangements through NGO's.

GERMANY :

- **Challenges:** Most children one or two years in introduction classes.
- Transfer into regular classes, often without any further 2nd language support.
- Mostly transfer to lowest vocational tracks.
- **Positive elements:** Apprenticeship system a strong element in German school system.
- Huge efforts in terms of setting up apprenticeship trajectories.

SWEDEN:

- **Challenges:** Swedish housing policies result into inclusion into highly segregated schools.
- **Positive Elements:** A short period in immersion classes. Sustained second language support in both elementary and high school. University trained second language teachers.
- Additional support teachers in the classroom.

GREECE:

- **Challenges:** Lack of budget in an overburdened school system.
- Inclusion in parallel and mainstream school system: three quarter in separate afternoon classes and one quarter in regular morning classes.
- Children in refugee centers go to school in neighbouring villages (huge pressure!).
- **Positive Elements:** A huge mobilization by civil society. A lot of bottom up initiatives from Greek and European citizens.

LESSON TO BE LEARNED

- Turkey: a massive investment in education makes it possible to include big groups of children into education.
- Lebanon: NGO projects can develop to an almost equal or better level of education than regular schooling.
- Germany: Apprenticeship programs can help to integrate refugee children more smoothly into the labour market.
- Sweden: with sustained language support integration into regular classes can be done quickly.

THANK YOU