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

Prof. Maurice Crul
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• 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)
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.
• 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