

# Education

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# The Right to Education

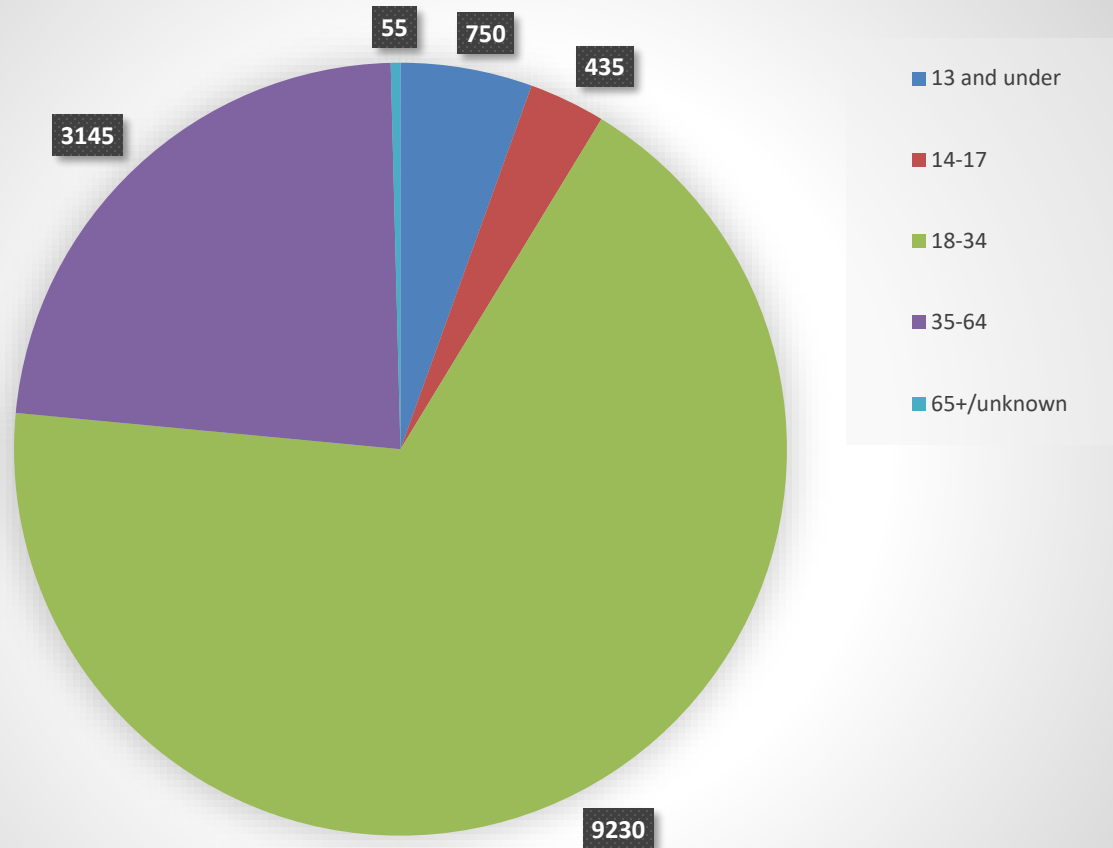
## 1989 UN Convention on the Rights of the Child

**Article 28(1).** States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

- Access to education/vocational training for adults - European Union Common European Asylum System - it is recognised as fundamental to integration and access to employment

# Cyprus: Asylum Seekers (2019)



# UNHCR Research on Education

UNHCR, IOM, and UNICEF, ***Access To Education For Refugee And Migrant Children In Europe*** (September, 2019):

- ❑ There is no systematic or harmonized approach to data collection on refugee and migrant children in national education systems across Europe.
- ❑ Administrative and legal hurdles to access education.
- ❑ Insufficient human and financial resources of education authorities including limited places in schools and preschools, lack of catch-up classes, budgetary shortfalls, insufficient guidance and training for teachers and education practitioners who work with refugee and migrant students, including those in need of psychosocial support and language learning.
- ❑ Lack of psychosocial support to assist teachers and refugee and migrant children.
- ❑ Lack of additional language and cultural mediation support (to address language barriers and communication challenges).
- ❑ Racism and xenophobia.
- ❑ Limited opportunities for adolescents, particularly those aged 15-17 years, face greater challenges in integrating the national education systems in formal high schools or institutions for vocational training.
- ❑ Unaccompanied children who turn 18 are at particularly high risk of early school leaving as they tend to lose the support received from the national child protection system when aging out.

# Voices

## Children

- inclusion and friendships (a feeling that they belong)
- motivation (a need to achieve/ recognition of their efforts)
- opportunity (a need to progress)

## Adults

- language (a need to communicate)
- vocational training (a need to find employment and provide for families)
- higher education (a desire to continue their education)

## Teachers

- language support (a need to communicate)
- cultural mediation support (a need to understand)
- psychosocial support (a need to understand trauma and its impact on learning)
- professional development (a need to improve skills)

# Recommendations

**Improve data collection:** cannot develop policies or provide resources to address disadvantages in learning:

- Are all refugee children attending school, if not, why not?
- Where are the refugee children?
- What is the achievement level?

**Integration within schools:** specific classes for children of a “migrant background” - avoid marginalisation

**language/cultural/psychosocial support:** for children and teachers to support integrated learning

**Racism and xenophobia:** integrate policies and activities

**Higher education:** scholarships

**Greek language/vocational:** make more widely available/  
integrate into the reception system

# Thank you!

Questions?