Education and Migration:
Recommendations for Practitioners

A Report by NORRAG and RECI

May 2020

Executive Summary

This report deals with findings for practitioners who work in the field of education for children and young people who are in a phase of transition or integration after having fled or emigrated from their home country. The report is based on the 'Education and Migration Conference' organised by RECI and NORRAG (6 November 2018). This event led to the formation of a working group involving representatives from RECI, NORRAG, NGOs and education boards. Based on six case studies, they identified "good practice" elements for the field of education and migration and used them to derive recommendations for policy-makers and practitioners.

"CORE", "Protecting Displaced Youth through Sustainable Secondary Education" and "Child and Youth Friendly Spaces" are three non-formal education projects aimed at refugee children and young people in refugee camps/centres in transit countries/countries of residence, respectively in Swiss refugee centres. "Essence of Learning" is an emergency pedagogical methodology for children and young people in crisis situations, especially used in out-of-school programs. Finally, the "QUIMS" and "ACCES II" projects show how equal opportunities and integration are promoted within the Swiss education system.

Those responsible for the projects outlined the case studies. To do this, they used criteria defined as "good practice" and enriched them with additional information in semi-structured interviews. This information was then condensed into the following six domains essential for "good practice" in the field of education and migration: Teachers, caregivers as well as teaching materials; learning and psychosocial health; language; parental work; partnership/cooperation between formal and non-formal structures; flexibility and adaptability.

Due to the small number of case studies, the report is by no means representative for the area of education and migration.

However, it makes a significant contribution to the current discussion. Furthermore, the findings are intended to provide orientation in the complex field of education and migration as well as to encourage pursuing the exchange of knowledge.

Ten recommendations aimed at practitioners and policy-makers are intended to facilitate the education of children and young people who have fled or emigrated. They should be able to continue where they had to stop their learning, benefit from high-quality and inclusive education and to be integrated into educational opportunities of the host country.

- Foster flexibility in education programs on different levels, such as pedagogy, curricula, timetables and learning subjects.
- Offer learning opportunities both in the local (language of the country of arrival) and in the native language.
- Ensure that all psychosocial aspects are integrated into educational programs.
- Ensure that teachers master a specific set of competences in dealing with migrants and refugees.
- Enable and encourage cooperation between parents and educational actors.
- Institutionalize the exchange between different actors in the field of education and migration.
- Promote exchange between domestic and international actors in the field of education and migration.
- Build programs in cooperation with private and public actors wherever state education systems do not provide access to education for young migrants and refugees.
- Embed education programs into the local context.
- Integrate psychosocial dimensions into education programs of international cooperation actors.

Disclaimer

This report features selected case studies; it does not claim to provide a complete overview of "good practices" in the field of education and migration. Furthermore, it is important to emphasize that "good practice" in a specific context is not necessarily transferable to other countries and situations. The case studies presented in this report aim at enriching the discussion in the field of education and migration. In addition, they serve to formulate recommendations that may be useful for the actors of international cooperation.

Message of Appreciation

Cover Pictures:

Left: Education programme for refugees from Southern Sudan in refugee camps in Chad. © RET

Right: Education programme in Athens, Greece. Doris Kuhn / Gregory Turkawka. Training with the digital learning material CORE in the NGO «Solidarity Now» in Athens 2017. The learning material CORE was developed by the Zurich University of Teacher Education. © Division International Projects in Education (IPE) of the Zurich University of Teacher Education.

Content

1. Introduction

The report of the UN Special Rapporteur on the Right to Education 2018[1] focuses on refugees and highlights the dramatic situation of refugee children and youth, who are often denied their right to education. They lose access to school and training while they are in transition routes. In host countries, they often have either no right to attend education or the education systems cannot guarantee a good quality of education for them.

Whilst access to education globally has improved since 2000, for refugee children the situation has worsened. The UNHCR Report "STEPPING UP Refugee Education in Crisis" (2019) indicates that only 63% of refugees at primary school age are enrolled. this figure drops to 24% at secondary level and to 3% at university/tertiary level.[2]

Losing access to education often for long periods gravely affects the future learning for the concerned children and youth and it hinders their opportunities to have a decent live. On the other hand – in a host country like Switzerland – the discussion on the integration and the impact of refugee children and youth entering schools has intensified and the situation challenges the education system and its actors, who often are not sufficiently prepared to integrate refugee children effectively.

The same applies to many children and youth with a migration background who are living in precarious conditions. Many actors in education systems - including parents - are concerned that the quality of education will suffer as a result of integrating migrant children into local schools. For both groups, even if they have access to education systems, their educational opportunities often remain limited and thus influence their future.

The 2030 Agenda for Sustainable Development and its education goal (SDG 4) and indicators highlight the necessity to guarantee the right to good and quality education for all children and youth, including migrants. This should be respected also in situations of crisis and for children on the move: policy makers, as well as actors in education and in international cooperation, are aware of the necessity to do so.

This report, prepared by NORRAG and RECI, highlights some of the meaningful initiatives within education systems and in the non-formal sector that can facilitate the education of refugees. This includes fostering flexibility in education programmes, offering learning opportunities in the local and native language and ensuring that psychosocial dimensions are integrated in education programmes. This education can ensure their security and protection, thereby helping them to integrate into a new context and supporting them in improving their future perspectives.

The report also demonstrates that the education of forced migrants often stretches existing education systems, particularly in developing countries. In order to ensure that their right to education is fulfilled, the report calls upon the international community to cooperate for more equal access to education.

RECI and NORRAG organised a major conference on Education and Migration in 2018 - with the participation of the UN Special Rapporteur on the Right to Education, Ms Koumbou Boly Barry[3]. While the focus was on refugee children, the debates and case studies in the conference included children and youth with a migration background living in a precarious social and economic context.

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[1] Human Rights Council (2019), Report of the Special Rapporteur on the right to education, retrieved from: https://documents-dds-ny.un.org/doc/UNDOC/GEN/G19/104/10/PDF/G1910410.pdf

[2] UNHCR (2019), *STEPPING UP Refugee Education in Crisis*, retrieved from: https://www.unhcr.org/steppingup/wp-content/uploads/sites/76/2019/09/Education-Report-2019-Final-web-9.pdf

[3] https://www.reseau-education.ch/de/news/2018-12/bildung-und-migration-follow-up

The aim of the conference was an exchange of experiences with a specific focus on the question "how far can experiences from Switzerland and on the international level promote mutual learning and inspiration for the work with these children and youth?" Education actors working in Switzerland and in international cooperation came together to present their approaches and / or projects and discussed basic principles of their work.

As a result of the conference, a working group was created with representatives from RECI and NORRAG and interested representatives of NGOs and public education systems[4] to carry on the discussions initiated during the conference. This report is the result of the efforts of this working group. It presents six case studies, on "good practice examples" which provide recommendations on improving access to education for refugee and migrant children and youth, to mitigate exclusion of these children and youth from the host countries' education system and to ensure that refugee and migrant children and youth can continue schooling and benefit from quality and inclusive education programmes. The recommendations are addressed to both practitioners and policy-makers.

The focus of this study is addressed in chapter 2, followed by the applied methodology presented in chapter 3. Chapter 4 of this report briefly presents the six case studies, followed by reflections in chapter 5 on specific aspects of «Good practice» that were identified and have a general relevance beyond the specific approach or project. The report closes with recommendations addressed to practitioners and policy-makers. The complete description of the six case studies is presented in the annex.

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[4] Caritas Schweiz; Save the Children Schweiz; Mitarbeitende der *Direction d'instruction public Genève*; Vertreterin der *Swiss Development Cooperation* SDC (teilweise).

2. Focus of the Report

The report is about education for children and young people in a refugee or migration context, regardless of their status and current location. The central problems they face often include long periods of educational interruption and drop-out, limited access to education in unfamiliar places – in transit or host countries – or disadvantages in terms of educational opportunities. The effects of this can have an impact on their future lives. Every child has the right to education of good quality, and this must also apply to refugees. At the same time, this debate cannot be limited exclusively to refugee children. Children and young people with a migration background often feel discriminated against in the education system. Different mother tongues, poor living conditions or educationally disadvantaged parental homes are often realities in their lives, making them less likely to get a good education and leaving them at a disadvantage compared to their classmates.

This report therefore focuses on children and young people who are on the escape or migration route and on those who have reached a phase of integration.

Building on the significant quantity of literature that already exists in the field of education and migration, this study focuses on the documentation of practice-oriented findings that strengthen the exchange of knowledge between different actors involved in education and migration projects. "Good practice" studies on education and migration were identified when researching for this study, especially in the context of projects in EU countries.[5] Regarding Switzerland, Kappus (2017) identifies a gap regarding systematized and publicly available materials on "good practice" in education and migration.[6] This research starts from here and takes into account formal and non-formal educational opportunities offered by different actors.

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[5] See for example: Berger Sacramento, R. (2015). Migrant Education and Community Inclusion. Examples of Good Practice. *Sirius Network Policy Brief Series, No. 5*. Pages 3-6. Retrieved of https://www.migrationpolicy.org/sites/default/files/publications/SIRIUS-CommunityInclusion.pdf; Mateus, S. & Pinho, F. (2018). "Welcome!" Collection of good practices already existing for refugees' welcoming and first inclusion. *PandPAS*. Page 26 and following. Retrieved of http://www.pandpasproject.eu/wp-content/uploads/2018/10/Good_Practices.pdf; Mediterranean Migration Network. (2017). *Handbook of Good Practices for the integration of Third Country Nationals in the local community - Examples from Cyprus and Europe.* Retrieved of https://www.migrationnetwork.org/resources/2017/3rd_Mediterranean_Migration_Booklet_2017.pdf; Heckmann, F. (2008). EDUCATION AND MIGRATION strategies for integrating migrant children in European schools and societies. A synthesis of research findings for policy-makers. *NESSE*. Chapter 6, page 59 and following. Retrieved of http://www.nesse.fr/nesse/activities/reports/activities/reports/education-and-migration-pdf.

[6] Kappus, E-N. (2017). Flucht und Schule/Bildung: Beiträge der Lehrerinnen- und Lehrerbildung zur Integration von Kindern und Jugendlichen mit Fluchterfahrung in die Schweizer Schulen. swissuniversities. Retrieved of https://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/Kammern/Kammer_PH/Dok/170315_KammerPH_Flucht-und-Schule.pdf. Reference should be made here to the publications on "Education and Migration" of the Swiss Conference of Cantonal Ministers of Education (EDK), which discuss various aspects but do not explicitly deal with "good practice"-related projects.

3. Methodology

The work on this report was backed by a working group that was formed after the theme day.[7] In a first step, this group discussed the criteria for "good practices in education". Building upon these criteria, six case studies were selected for this report, in consultation with the project and programme managers.

First, the project managers described their approaches along the criteria identified as "good practice". Subsequently, this information was supplemented by semi-structured interviews and condensed into the case studies in the present form. The criteria included approaches that use innovative methods to respond to specific challenges in the migration context. It has been proven that good results are thus obtained. Different aspects were taken into consideration here:

- Account must be taken of the fact that children and young people are often burdened by traumatic experiences and are therefore under pressure, which can have a negative impact on learning.

- A central aspect is the way of handling cross-cultural and diversity issues.

- A specific aspect is also how to deal with language, which requires both the use and promotion of the mother tongue and the learning of the language of the respective host countries.

- Cooperation among stakeholders should extend beyond the immediate school environment.

- For programs in the non-formal education context, particular importance is attached to the sustainability of cooperation between public and private actors.

These aspects are discussed later in chapter 5.

It is important to note that this is not a representative report. Rather, the intention is to draw conclusions in the light of the experiences gained, thus making an important contribution to an urgent discussion and providing orientation in the complex field of education and migration.

As stated above, the case studies are aimed at different target groups. This corresponds to the focus of the Theme Day to implement the right to education in different situations – regardless of the place of residence and the status of refugees and migrants. Thus, two case studies deal with projects in which younger children are supported and encouraged beyond the formal education system. Other examples are specifically aimed at young people in the context of flight – they are either on the road or in refugee camps. Finally, two additional examples show how school education promotes integration and equal opportunities within the Swiss education system.

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[7] Working group: Representatives of Caritas Schweiz, Save the Children Schweiz and DiP Genève

4. Project Examples in the Field of Education and Migration

In the following, the six project examples are presented in a condensed form, highlighting those aspects that were identified from the perspective of "good practice". The detailed project descriptions are listed in the annex.

4.1 Programme «CORE» – Division «International Projects in Education (IPE)» of the Zurich University of Teacher Education

The CORE (Children of Refugees in Education) project is primarily aimed at refugee youths aged 13-18 years who live in refugee camps and refugee centres in transit countries and who have not yet settled their legal status of residence. Using their language of origin, CORE aims at promoting life skills and interdisciplinary competences such as problem-solving abilities, dealing with one's own resources and stress or social competence. This helps young people to cope with their difficult experiences and facilitates their integration into the new society. The IPE has developed teaching materials for this purpose, which MOOC (Massive Open Online Courses) makes available online to all young people and teachers. In the field, the IPE works together with those local NGOs and schools that offer education to the young people who have fled their country. A local teacher or trainer accompanies the children and adolescents through the learning programme, which not only encourages online learning but also the exchange between the young people involved. The IPE trains the teachers and NGO staff concerned in multidisciplinary competences and in the use of the CORE teaching materials on the MOOC-platform. At this time, CORE is being applied in Greece and Lebanon; an extension to other regions is possible.

The challenge: Youths and young adults who have fled their countries spend a large part of their time in refugee centres without being able to do anything or to be given learning opportunities. The CORE learning programme was developed to further promote their language of origin while at the same time training their multidisciplinary skills. The central question is not so much where the refugees will ultimately settle down, but rather how to make their skills visible and build upon their competences.

«Good Practice» Aspects

Innovation: The innovative component lies in the two-fold impact of a universal learning programme that runs in digitalised form, but at the same time promotes dialogue and cooperation among the participating parties. Step by step, young people work their way through the learning programme. Through various exercises they engage in an exchange with other colleagues. In doing so, they identify their own strengths and competences, which helps them to develop future perspectives. The programme also deliberately focuses on young people, who are often not the primary target group in the field of education and migration.

Scalability: CORE runs a pilot project which opens up opportunities in the field of education – regardless of content and situation. By selecting a digital teaching tool on an online platform and combining this with specific (trainer) training sessions and didactic instructions, CORE can be used in different contexts such as in Switzerland or in other countries; thus, it reaches out to a large number of actors providing educational programs.

Heterogeneity and multilingualism: With the CORE method, young people learn in their mother tongue, which makes it easier to learn a second language in the future. The courses reflect the heterogeneity and intercultural aspects of refugee centres. This can be seen from the fact that the courses are designed in a context-independent manner; also, its tasks are explicitly devoted to topics of coexistence, conflict transformation and social cohesion.

Individualised learning: the CORE method includes self-organised learning, but at the same time promotes exchange and dialogue among the participants. The focus is on individual solutions to different

problems. Thinking in a reflective manner and creative and innovative solutions are individually facilitated.

Previous educational results: CORE draws heavily on the existing background knowledge of the young people. Here, the focus is on orientation towards existing skills and experiences, including those acquired in non-formal education contexts. CORE wants to make these visible and give them a value.

4.2 Essence of Learning (EoL) – Caritas Schweiz

Essence of Learning (EoL) is a teaching-focused, emergency pedagogical methodology designed for the work with children and young people in crisis situations. This can be humanitarian crises, situations of migration or also family and personal crisis situations of the children (e.g. longer stay in hospital or prison). Children who suffer from physical and social disadvantages or traumatic experiences have difficulties in retrieving their learning potential. EoL focuses on the connection between learning and psychosocial well-being. The approach combines specific psychosocial activities with learning tasks and aims at rebuilding the learning abilities of children in emergency and chronic crises. This must also happen when children experience school disruptions. Hence, EoL can be offered in early childhood education, in schools or out-of-school programs.

The challenge: Experience shows that children suffering from toxic stress or post-traumatic stress disorders often complain about learning difficulties and sometimes exhibit severe learning gaps. This is the case of many children in the context of migration, all the more so, as leaving one's home is always associated with interruptions in their education. Challenges vary according to context: In the Cox Bazar refugee camp in Bangladesh, the EoL programme is benefitting children who have been traumatized by experiences in their home country and by having to flee from home. As refugees, the children in the camp have no access to public schools of the host country. Whereas in Romania, the project targets discriminated groups of the local population; these are children affected by poverty who do go to school but still have learning gaps.

«Good Practice» Aspects

PSS and Learning: EoL is based on the concept that learning forms part of mental well-being. EoL respects the official school syllabus and tries to catch up with the requirements of the regular school by repeating acquired learning and personal development steps. This is done in a stress-reduced environment and at a learning pace which is adapted to each child and youth. In addition, EoL offers tools to identify the children's individual needs which go beyond learning, thereby also taking into consideration that the children's context may have changed.

Innovation: EoL is a hands-on but substantiated approach that can provide an individual response to the specific needs of children in crisis situations. It works with the natural learning flow that is imparted through the natural learning path. This provides the teachers, who are often stressed by the situation, with a systematic learning tool which combines playing and learning. EoL gives the children the opportunity to repeat the learning flow according to their age, leading to a stronger perception, orientation and visualisation of the teaching content. The programme teaches positive learning strategies and works with specific self-designed learning tools, which the children use on their own initiative to complete their regular school homework. These positive coping strategies[8] also strengthen resilience. Often EoL starts at a "lower learning level" than the age of the children would suggest. It applies innovative methods and recyclable materials from everyday life; they stimulate the children's interest in the content to be taught and speed up the learning pace. Before long, the children are led to

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[8] A coping strategy describes the way in which a life event or phase of life that is perceived as significant and difficult is dealt with.

achieve a learning level which is appropriate to their age, and they are empowered to learn independently.

Scalability: The EoL approach can be applied in different contexts. Specific elements are also implemented in schools; in this respect, this approach can also inspire the public education system. In Switzerland, EoL was introduced to teachers working with unaccompanied young refugees (UMA); these teachers have adapted the EoL findings to present-day needs. In 2017, at the international level, the UNHCR selected EoL under the Humanitarian Educational Accelerator (HEA) as one of 2 approaches to be promoted to increase scalability.

Sustainability: EoL supports children to learn how to cope in everyday life or in a school context – and to still be a child. This is achieved by combining learning at school with play and artistic activities, thus promoting learning also in non-formal educational contexts. Many children participating in the programs report that they can do their homework on their own, thanks to the learning tools (which they stop using when they no longer need them). Teachers report how children succeed at school or show positive changes in their social behavior. In some contexts, EoL has been integrated into the formal education sector (e.g. accreditation/licensing of EoL training units).

4.3 Programme «Quality in Multicultural Schools (QUIMS)» – Canton of Zurich

QUIMS (Quality in Multicultural Schools) is a school development programme of the Education Directorate of the Canton of Zurich. It is aimed at schools (kindergarten, primary and secondary level I) with a share of foreign-language users and foreigners of at least 40%, which is related to the high proportion of learners from immigrant and socially disadvantaged families. The school directors and teachers of such schools are the target groups of the QUIMS programme, but indirectly also its learners and parents. The QUIMS programme has three fields of action: language, school success (equal opportunities) and social integration. The participating schools use QUIMS to carry out projects and school-specific measures. Compulsory teaching priorities are the following: writing at all school levels, language and parental involvement in the kindergarten; and as of 2019, assessment and support. The know-how of the programme is accessible online to other interested schools, professionals and the public (www.vsa.zh.ch/quims).

Under the cantonal elementary school law, the QUIMS programme is part of the public elementary school system in the larger cities and agglomeration municipalities of the canton of Zurich. It is based on a political will to reduce existing disadvantages in schools caused by a tendency towards a segregated social composition of neighbourhoods and schools. The aim is to guarantee the quality of education and equal opportunities. The canton provides financial and professional support.

The challenge: Compared to other schools, the achievement level (especially in the German language and mathematics) and educational opportunities are lower and social cohesion more precarious in schools with a high proportion of children from immigrant and socially disadvantaged backgrounds. QUIMS addresses this widespread problem, which is reflected by parents' concerns, political fears and scientifically proven findings. At the same time, it has been shown that the schools concerned are able to reduce risks and to better access the potential of children and parents by implementing selective measures.

«Good Practice» Aspects

The intervention approach: QUIMS foregoes complaining about "difficult conditions" and, instead, works proactively and with a focus on identifying the areas of the learners' potential in order to improve school quality in socio-culturally heterogeneous contexts. School administrators and teachers are at the heart

of this process and are considered as local experts in recognising and encouraging learners with different learning abilities and socio-cultural backgrounds – so that everyone has equal opportunities.

Shared responsibility: the schools are responsible for designing and implementing appropriate offers and measures in the specified fields of action which aim at achieving equal school quality and educational opportunities for all. The cantonal authorities are responsible for ensuring good framework conditions, resources (including financial contributions in the form of a global budget) and support (including know-how). The professional knowledge gained is exchanged and further developed, especially in in-school training.

Sustainability by incorporation into institutions: The programme is permanently incorporated in the cantonal education law; a common framework with objectives, fields of action and development priorities is laid down in cantonal ordinances and individualized learning support programs; principles of school development are integrated in the respective in-house school programs. Evaluations are carried out both by the schools and the canton.

Heterogeneity and interculturality: QUIMS-related projects always refer to heterogeneity and interculturality. All children – and their parents – are recognised in their unique individualities; interactions and learning opportunities are designed accordingly. This topic is central to the further training of QUIMS representatives[9] and to all in-school further training courses; however, the appropriate attitudes of the teachers involved are equally crucial.

Multilingualism: The use of more than one language is honoured in the promotion of reading, in the services offered by school libraries, and in parental work (also with the support of intercultural interpreters). In addition, QUIMS-schools offer instruction in German as a second language and cooperate with institutions responsible for teaching the language of origin (currently, there are 29 languages being offered in the Canton of Zurich). To provide reading services, the schools also cooperate with municipal libraries.

4.4 Service de l'Accueil de l'enseignement secondaire II (ACCES II) – Département Instruction Publique, Geneva

Since the 1970s, the Directorate of Secondary Education II of the DIP Geneva has been running the "Service de l'Accueil de l'enseignement secondaire II (ACCES II)". This Welcome Service for Secondary Education in the canton of Geneva is a programme for non-French-speaking migrants who at the time of entry were aged between 15 and 19 years. The purpose of ACCES II is to provide French language and refresher courses in other subjects in order to enable foreign-language migrants to be admitted to a Geneva school or vocational training facility. The programme consists of four main areas: welcome classes (intensive French classes and refresher courses in other subjects), integration classes (preparation to continue at a certain level of education), career counselling classes (for young learners who have not yet completed their education and have not yet acquired the independence necessary to enter the world of work) as well as career integration classes (which enable students to plan a professional career).

In the canton of Geneva, the doors remain open to enable all students to get education in public schools. Among other things, it is therefore necessary to support students in taking entrance exams for secondary education schools that are only open to French-speaking students.

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[9] QUIMS representatives are teachers who assume a responsible role in managing intercultural education and language promotion in schools participating in the QUIMS programme. They are appointed by the respective school conference/head of school and are subsequently trained to obtain a CAS (Certificate of Advanced Studies) of the Zurich University of Teacher Education

The challenge: Migrants face a variety of challenges, when they are in their teenage years and, at the same time, need to adapt to a new environment. Some of these challenges require psychological support and may affect their education. The environment of these young people plays an important role in their learning success. Appropriate structures can help migrants to master these challenges and to gain a foothold in the school and in the working world.

«Good Practice» Aspects

Flexibility: The teaching staff and school administration of schools that are part of ACCES II adapt pedagogical methods and learning opportunities to the needs of the students. These needs may vary in aspects such as learning needs, learning gaps or psychosocial support. For this purpose, teachers in the canton of Geneva receive further training provided by DIP / ACCES II. At the organisational level, ACCESS II must be a flexible programme because learners fluctuate at high rates and have specific needs in terms of learning opportunities. This flexibility is reflected, for example, in the fact that timetables can be adjusted, and teachers can be deployed accordingly.

Integration through language: The systematic promotion of the French language through ACCES II enables non-French-speaking, young migrants to enter the public education system and the world of work. Schools offer specific courses to help students enter the world of work (e.g. career counselling) or to continue their education (e.g. entrance exam for an upper secondary school). Thereby, the focus is on the promotion of the French language.

PSS and learning: Psychosocial support for young migrants is an important part of ACCES II. Medical professionals, social workers and psychologists are available to the students and their families. At the same time, teachers are trained to identify needs for psychosocial support and to refer students to the appropriate professionals.

Inclusion of previous educational results: If available, the DIP checks existing awards of educational qualifications before assigning students to the corresponding educational level which is determined according to their acquired skills. In addition, students are required to take an assessment test in mathematics and French. However, ACCES II maintains the flexibility to adapt the initial classification of educational level as to the students' development.

Sustainability: ACCES II has been firmly rooted in the Education Department of the Canton of Geneva for the last 45 years. The structure of ACCES II has been continuously developed and the learning programs adapted to current needs.

4.5 Child- and Youth-Friendly Spaces (CFS) in Refugee Centres in Switzerland – Save the Children Schweiz

Child and Youth Friendly Spaces is an internationally tested and well-known programme that offers protection to girls and boys in humanitarian crises. The programme can be designed in a multitude of ways but depends very much on the context. The aim is always to create a protected, child-friendly space where children can play, develop and relax, so that they can better cope with what they have experienced.

From 2016-2018, Save the Children Schweiz has introduced child and youth friendly spaces in Swiss refugee centres as part of a pilot project[10]. The project considered the fact that over a third of the applications for asylum[11] came from children, but that their needs are hardly taken into account in Swiss

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[10] Further information: http://assets.savethechildren.ch/downloads/bericht_zum_projektstandort_bern.pdf, https://resourcecentre.savethechildren.net/library/handbuch-zu-schutz-und-spielraumen-fur-kinder

[11] In the meantime, the proportion of children seeking asylum has risen to over 40% (2019).

refugee centres. Its aim was to speed up the development of standards for the protection and care of refugee children in Switzerland. The need for such a process was confirmed by the recommendations of the UN Committee on the Rights of the Child in 2015[12]. In addition, Save the Children Schweiz carried out a special analysis of the situation regarding children's rights.

The pilot project was implemented in close cooperation with the State Secretariat for Migration (SEM) and the management providers of Swiss refugee centres, ORS Service AG and AOZ. Three different locations[13] were selected for the project. Save the Children Schweiz was responsible for operational implementation and financing. Since the end of the pilot phase, the organisation in charge of the centre's operation has been running the spaces under its own responsibility.

The Challenge: In recent years, more than a third of all applications for asylum in Switzerland came from children. 80-85% of them were granted a permanent or temporary right of residence. More than half of these children were under 6 years of age. Most of them come from crisis countries such as Eritrea, Syria, Afghanistan, Somalia and Iraq.[14] Children and adolescents who have fled their country are particularly vulnerable: their everyday life in refugee centres is marked by uncertainty, and they are often emotionally burdened. Refugee centres are run by various organisations under a public mandate. However, these organisations have little expertise in the care of children.

«Good Practice» Aspects

Structure and Support: Due to the sometimes extended stay of children in refugee centres, an *ad hoc* approach was deliberately avoided. The regular implementation of the activities (five times a week at fixed times), even with a small number of children, a permanent team of trained caregivers, recurring rituals and clear principles of behavior and action[15] have proven to be effective measures. They provided safety and reliability for children in their everyday life in the refugee centres and gave the caregivers a sense of confidence in their work.

(Early) Development Support: As refugee centres have not enough support options, the programme focused on social, cognitive, physical and emotional development. All rooms were equipped in a manner suitable for children and young people, and staff were supported in planning and implementing an inclusive, age-, gender- and culture-sensitive programme with creative and inventive individual and group activities (painting, handicrafts, singing, games, excursions, etc.). It was crucial that the centre management provided sufficient time and human resources for the activities.

Protection and Safety: The top priority of the programme was to provide comprehensive and binding child protection guidelines with a clear zero tolerance of any form of border-violating behavior and a confidential reporting system for suspected child abuse. All those involved in the programme were subjected to background checks and trained in child protection. The presence of two trained staff members was a condition for the implementation of the activities. This contributed significantly to a higher general sensitivity for child protection aspects in everyday life at the centre.

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[12] It recommends «…the introduction of minimum standards throughout the country for reception conditions, integration support and care for asylum seekers and refugees, especially children, and to ensure that all reception and care centres are child-friendly and comply with applicable UN standards». http://www.netzwerk-kinderrechte.ch/fileadmin/nks/aktuelles/ngo-bericht-UN-ausschuss/ConcludingObservationsSwitzerlandDe.pdf

[13] Transit Centre Hall 9, Oerlikon, EVZ Kreuzlingen.

[14] Source: State Secretariat for Migration. In 2016 there were over 9,000 children, in 2017 over 7,000 children and almost 6,300 children in 2018.

[15] (1) Operating principle "Here and Now": The caregivers focus on experiencing positive things in the present. They do not actively ask about the biography of a child and take no therapeutic measures. (2) Operating principle "Fun, Safe & Inclusive": Involving all children, including those with special needs, to have fun together in a safe environment (3) Operating principle "Sense, listen and link": Caregivers meet children with active attention and, if necessary, connect them to appropriately qualified professionals.

Innovation: Based on the findings of the pilot project, Save the Children Schweiz developed a mobile learning and play trolley with age-appropriate play and craft materials as well as instructions for carrying out activities, all of which were tested in the child and youth friendly spaces. The trolley is designed for refugee centres with limited spaces and restricted resources to prepare and carry out the activities. It is also used for training purposes to illustrate and facilitate the development of a variety of competences.

Sustainability: From the outset, the programme followed a "capacity development approach". Each pilot project was accompanied by qualified childcare workers for up to 12 months, who gradually handed over the management of the activities to the refugee centre staff. This allowed the centre-operating organisation to continue running the programme on its own after the pilot phase was completed. Right from the start, Save the Children Schweiz worked together with the State Secretariat for Migration. Since March 2019, the new operating concept require federal refugee centres to provide child-friendly spaces and regular activities for children. This is also the result of the pilot project of Save the Children Schweiz which now advises refugee centres on how to implement CFS.

Scalability: Child and Youth Friendly Spaces are a globally recognised concept for working in the context of humanitarian crises. The pilot project made it possible to develop a child and youth-friendly care model for refugee centres. When appropriate adjustments are made according to the specific contexts, it can be scaled and replicated for collective accommodations within Switzerland and worldwide – whenever there is a lack of trained staff.

4.6 Protecting Displaced Youth through Sustainable Secondary Education – RET International

The project «Protecting Displaced Youth through Sustainable Secondary Education» by RET International was implemented in Chad from 2005 to 2018. The aim of the project was to strengthen the protection, resilience and independence of young Sudanese refugees by providing high-quality primary and secondary education. As ultimate goal the control of schools in six refugee camps in eastern Chad was to be transferred to the Chadian authorities and refugee communities. To this end, the project strengthened local educational institutions, among other initiatives by training teachers and school personnel. At the beginning of the project, these schools offered the Sudanese refugees to follow the Sudanese curriculum. When the Chadian government announced the transition from the Sudanese to the Chadian curriculum due to the long-lasting crisis that led to the displacement of students and their families, the RET project supported this transition, and thus the transfer from the initially non-formal education offers to the Chadian education system. Equally, this was a transition from a humanitarian to a development programme.

Apart from strengthening schools as established institutions, the project also aimed at strengthening the capacity of local communities to manage their own schools. In addition, the refugees were very much supported at their place of arrival to find ways and means to integrate into the society. This should ensure that the schools provide high quality educational programs over longer periods of time, even without the help of RET and/or donors of the project

The Challenge: In humanitarian crises, political decisions affecting the transition from humanitarian aid to long-term development cooperation can have a significant impact on educational opportunities. A change in the education system, namely from the curriculum of the country of origin to the curriculum of the country of arrival can lead to uncertainty and confusion among the refugees concerned, but also among the authorities and the international community. In general, this is because many refugees plan to return to their home country sooner or later. Furthermore, the system change creates enormous challenges for schools as well as for students and teachers.

«Good Practice» Aspects

Flexibility: The project demonstrates how important it is to be flexible and adapt to changes in the context in which refugees find themselves. By shifting the curriculum of the country of origin to that of the country of arrival of the refugees, the project focused more on integration. This approach combined humanitarian aid and development cooperation to provide education for refugees.

Community-Approach: A central aspect of the project was the long-term integration of refugees into the society of the country of arrival. This was achieved by strengthening local communities at the point of arrival. The support and active involvement of girls', parents' and teaching committees in the transition phase of the curriculum change (e.g. through information campaigns on the benefits of education) helped to ensure that educational opportunities were sustainable (financial and material support; school administration); also, it helped to prevent school drop-outs and to raise school attendance.

Scalability: The challenge that the RET project faced in Chad is common to many longstanding crisis situations. The project demonstrates how relevant it is to support refugee communities in times of drastic changes in the education system (e.g. curriculum changes). It also shows how important it is to raise awareness about the advantages of attending and graduating from school.

Integration through Language Skills: Learning the language of the host country was a central element of the project. Teaching the language of the host country in the classroom was a key element for the success of the new educational programme and for the integration of the young refugees into the society of the country of arrival.

Life Skills: The teaching of life skills (e.g. dealing with traumatic experiences), including reading and writing and applied mathematics, increased the refugees' well-being and facilitated their integration at the place of arrival. In addition, the usefulness of life skills was demonstrated, as they were adapted to the learning profiles and the specific context of Chad. This was particularly relevant for those refugees whose family had no formal educational background.

5. Good Practice

The working group defined approaches as good practice which respond to specific challenges in the migration context with innovative methods and thus achieve good and proven results. Various aspects stood out. First, the specific situation and state of mind of the children and young people must be considered, as they are often burdened by traumatic experiences. Consequently, they are under pressure which can have a negative effect on learning or is reflected in the behavior of those affected. People who work with these children and young people must recognise the symptoms and dispose of methods to respond to the needs of these learners. Another central aspect is dealing with interculturality and heterogeneity. This requires a high degree of flexibility within the framework of educational programs. It refers, for example, to the permeability in educational programs, i.e. flexible teaching both upwards and downwards; it also refers to individualised forms of learning or to a flexible curriculum design. A specific aspect is also the issue of language: This requires both the integration of the mother tongue and the learning of the language of the respective host countries. The third aspect is the cooperation between the actors involved, which extends beyond the actual school environment. For the numerous programs in the non-formal education context, the cooperation between public and private actors is of particular importance, as to the sustainability of educational initiatives. Building on this background, the elements of "good practice" are explained below.

5.1 Teachers and Caregivers and Teaching Material

In the formal education system, teachers work in an institutional framework that also influences the way they deal with migrants and refugees. Here, the following questions arise: Are schools and authorities willing to offer schooling that meets the needs of young refugees? Are teachers able to respond adequately to the challenges and especially to the diversity in the classroom?

At the level of the formal education system, the aim is to provide access to education and equal opportunities for all learners. Those affected are supported with specific offers, and their educational opportunities are improved. The examples presented in this report include language support, career guidance and the systematic involvement of parents and communities. Heterogeneity and flexibility are the keywords. Furthermore, the examples include both transitional options designed to bridge the gap between regular classes or vocational training; and they are directly integrated into the daily routine of a regular school.

Practically all the programs presented in this report have their own further training courses for teachers and caregivers, often in combination with specially developed teaching materials.

> The programme ACCESS II of the Geneva Department of Education offers language courses and curriculum subjects aiming at bringing the young refugees into the formal area of education – public school or vocational training facility. ACESS II consists of four main areas: «Classes d'accueil» (Welcome Classes) for French Language Classes and other curriculum subjects; preparation for transition into regular public schools; career counselling and career integration courses. For this purpose, teachers receive further training organised by the DIP / ACCESS II. It is essential that the pedagogical aspects are flexible, as they must be adapted to the needs of the students. However, teachers must accept that they can never master all the parameters. In the QUIMS project of the Education Directorate of the Canton of Zurich, the schools develop their own offers and measures in the main areas of action such as language support and parental work. The work focuses on heterogeneity and interculturalism and is included both in further training and in school development.

Non-formal learning opportunities are provided where learners do not have access to the public education system or where such opportunities complement the formal learning opportunities by using specific approaches. The teachers and caregivers involved in this field do not work within a defined

framework of institutions, but they cooperate with representatives of the education systems and adopt the appropriate guidelines. For them too, the central questions arise in relation to pedagogical approaches, the psychosocial background of the learners or cooperation with the respective local environment. As in the formal education sector, they too must be prepared to implement educational programs that meet the needs of young refugees. And they must also be prepared to meet the challenges associated with this.

> The Caritas EoL approach works alongside the formal education system. It takes in children who need temporary additional support due to emotional stress. Local organisations / NGOs implement the services. They work together with schools and authorities, as a result of which elements of EoL have also found their way into the formal education system. EoL trains the caregivers and teachers in the use of the specific methods. This included the development and production of teaching materials together with the children using learning aids.

> The CORE project has developed an online tool for migrants in refugee countries and transit situations that promotes both individual learning and group interaction with other learners. The focus is on contents, derived from the field of life skills, which as such is not dependent on any particular context. The young people will be accompanied by teachers and caregivers who will be trained by the Zurich University of Teacher Education as the project promoter.

> From 2016-2018, Save the Children Schweiz introduced the project of Child and Youth Friendly Spaces into Swiss refugee centres. Today, Save the Children trains the caregivers in refugee centres putting psychosocial support of children and children's protection into the focus. Based on the findings of the pilot project, Save the Children Schweiz developed a mobile learning and play trolley with age-appropriate play and craft materials. Moreover, it developed instructions for carrying out activities, all of which were tested in the child and youth friendly spaces. The trolley is designed for refugee centres with limited spaces and restricted resources to prepare and carry out the activities. It is also used for training purposes to illustrate and facilitate the development of a variety of competences.

In the spirit of "good practice" – similar to that in programme ACCESS II – the non-formal education activities are always designed to promote access to formal education and / or training, thus fulfilling a bridging function here as well: They work towards ensuring that the programs support children and young people in gaining access to the formal education system. Various actors are involved in the non-formal sector - usually in cooperation or consultation with the authorities; in the case studies of this report these actors include NGOs and educational institutions.

Teachers in both formal and non-formal settings also need specific competences in relation to psychosocial issues. Teachers must be able to recognise and properly interpret post-traumatic stress symptoms (see below, 5.2.). In addition, they are required to deal with interculturality and heterogeneity in order to promote learners according to their capacities and talents. To this end, the actors emphasise that not only the acquired competences play a role, but the teaching staff also has to take into account its own attitudes towards migration, integration and inclusion. Hence, the teachers have to be absolutely frank and considerate in order to avoid discrimination and segregation.

5.2 Learning and Psychosocial Health

Crisis situations and experiences of having to flee their homes are an enormous burden for many children and adolescents and lead to post-traumatic stress disorders and emotional stress. This makes learning considerably more difficult or obstructs it. The learners not only express their learning difficulties in terms of performance, but also in so-called conspicuous behavior. In the case studies of this report, two programs that are mostly working with younger children take this aspect into account.

In particular, the EoL method developed by Caritas Schweiz is a school-based support programme that promotes learning with adapted methods and supports the children in processing stressful experiences, building up positive coping strategies and strengthening their resilience. This gives the children the opportunity to "catch up" with gaps in their education according to their own learning flow and thus to be able to cope better with everyday school life again. The programme is used in different age groups and crisis contexts.

While it is hardly questioned that experiences of violence and fleeing from home are connected with traumatisation and emotional stress, it often goes unrecognised that arriving in a host country, for example in Switzerland, can also lead to renewed traumatisation. This can happen if too many insecurities persist, and if people experience marginalisation or discrimination in the new place.

Children now account for more than a third of all applications for asylum in Switzerland; over half of these are small children under the age of 6. The majority of them come to Switzerland from countries in crisis[16]. As part of the evaluation regarding the implementation of the UN conventions on the rights of the child, the UN Committee on the Rights of the Child recommended 2015 that Switzerland "introduce nationwide minimum standards for reception conditions, integration support and care for asylum seekers and refugees, especially children, and ensure that all reception and care centres are child-friendly and comply with the applicable UN standards"[17]

Save the Children has taken up this challenge and, as part of a pilot project, has set up "child- and youth-friendly spaces" in federal refugee centres. Here, children can find adequate care, they can play or learn and simply find a space where they can find protection and be a child.

5.3 Language

Dealing with multiple languages is an important factor in the field of education and migration and is part of the necessary adaptation to the individual needs of learners as well as to their context. It is caught up in the dynamics of the mother tongue and the current national language, and possibly other languages.

Learning the language of a host country is a basic prerequisite for integration and orientation in the new society. It provides access to the education system, to the different areas of social life, to dealing with authorities or - very often - access to work and employment.

In his work with Sudanese refugees in Chad, RET initially focused on curricula and language from the country of origin. By handing over the education projects to the Chadian authorities, an important guarantee for sustainable education for the young immigrants was achieved. On the other hand, the process of handover shows very clearly that it is essential to learn the language of the host country in order to promote mutual acceptance and to build on potential skills to facilitate integration. Learning the language also creates the necessary conditions for integration and orientation in the new society. This is a reality that is likely to be true all over the world, regardless of the specific context.

At the same time, other case studies such as CORE or QUIMS show how important it is to promote the learning of mother tongues, knowing that it is easier to learn a second and foreign language when children and young people have a solid command of their mother tongue. This is why teaching and cultivating the mother tongue is also integrated into many educational programs either as a fixed part of the curriculum, offered as voluntary language class or promoted through supporting programs.

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[16]www.netzwerk-kinderrechte.ch/fileadmin/nks/aktuelles/ngo-bericht-UN-ausschuss/ConcludingObservationsSwitzerlandDe.pdf

[17] Child friendly spaces. Save the Children Switzerland in the annex.

QUIMS schools provide reading opportunities in the native language of the learners. In addition, the schools promote intercultural and multilingual services in school libraries or cooperation with community libraries.

> The CORE project works with the mother tongue of the learners, taking into consideration the fact that the young learners are on transit routes or in refugee camps and it is not yet clear where they will settle in the future.

5.4 Parental Work

School systems in transit and host countries - including Switzerland - often differ considerably from what the refugees and migrants are used to from their home country. There can be great differences and sometimes contradictions in the understanding of what education is and what it can achieve. The same applies to ideas about the role of schools and teachers. This can lead to misunderstandings and feelings of insecurity between the school and home. And especially in crisis situations, everyday things like homework or school trips may turn into significant stress factors for parents. This can weaken the role of parents in accompanying and encouraging their children's education and can in turn have a negative impact on their children's ability to learn. Here we are talking about parental work, which plays a major role in three of the examples presented:

> EoL works with parents and parent groups to familiarise them with the methods; this includes psychosocial aspects of the programme but also very practical aspects such as age-appropriate play and learning aids which the older children take home with them.

> CFS was designed in cooperation with the parents, and the parents are also given the possibility to visit the spaces. Alternatively, their children can stay in the CFS for a few hours and thus give the parents some space for themselves to relax. This is another aspect of the work with parents.

> The QUIMS programme provides parents with the opportunity to learn and get further training. In this way, parents can strengthen their language skills in reading groups and at the same time learn more about how to use leisure time or libraries in a meaningful way. In addition, parents' councils have been formed to provide parents with a platform to bring their needs to the QUIMS schools and to take on mediation roles.

5.5 Partnerships and Cooperation between Formal and Non-formal Education Structures

The cooperation between the different actors is an important backbone of educational programs for young refugees and migrants. Many educational initiatives for young migrants – especially on transit routes abroad or in refugee camps – start in the non-formal sector. They are offered by non-state actors, civil society, NGOs, and development cooperation institutions; accordingly, these initiatives follow their logic and analyses. At the same time, education remains a state task. Accordingly, the above-mentioned actors need to cooperate with those responsible for education, involve them in their initiatives and draw on official education policies, where these exist. It must indeed be the aim that non-state actors see their work as pilot projects which they can hand over to the national education authorities at the appropriate time. In the examples presented here, such cooperation can be seen at various levels:

> The RET and Save the Children programs started as pilot projects in refugee camps in Chad and in refugee centres in Switzerland. After a pilot phase, both projects have succeeded in handing over the responsibility for the programs to the public authorities in the respective host countries. This required intensive cooperation, including advocacy work by the NGOs. Such

work has to be carefully planned and implemented from the very beginning. With the state taking responsibility for the programs, there is also an increase in their sustainability.

Under the EoL approach, the situations appear to be different in different contexts. EoL works together with schools and is also in contact with educational authorities. Mainstream schools adopt elements of the method or inspire teachers to use them as an alternative to face-to-face teaching – which is often the norm involving memorization and repetition.

5.6 Magic Words: Flexibility and Adaptability

Education in the context of migration and flight - as mentioned above - is a learning environment that is highly heterogeneous: there is great diversity among the learners involved, each bringing their own history, cultural backgrounds, educational experiences and different languages. The composition of the group of learners also varies, especially among refugee children and young people. This area thus differs from conventional education, which as a rule is based on more homogeneous age groups, structures and corresponding requirements; however, this conventional form of education has become very open to individualised learning.

In order to do justice to the heterogeneous and changing groups of learners, intercultural skills and dealing with diversity are taught and promoted in training courses. This represents one of the basic competences of teachers who work with learners in a migration context. Key competences include flexibility and intercultural competence. More than in mainstream schools, teachers need to be able to adapt their teaching or learning activities to the learners. They also need to be able to adapt when there are frequent changes in the classroom and therefore to shape their teaching accordingly.

Often, there are also no identity cards or certificates that show previous educational successes or achievements. This requires a high degree of flexibility and adaptability, especially with regard to new young learners. In the case studies presented here, examples of high flexibility are shown that allow learners to start and enter school precisely at the point where they personally feel comfortable.

In this context, the aspects connected to the valorisation of previous educational results are also important. This does not yet involve the recognition of school-leaving qualifications or vocational diplomas for the purposes of continuing vocational training or to facilitate labor market orientation. For the time being, the present projects are concerned with making earlier educational results visible, giving them a value and enabling children in their learning processes to build on previous knowledge and competencies that they bring with them from elsewhere. This will help them to better develop their potentials.

CORE draws strongly on the existing background knowledge of adolescents and young adults as well as on their competences. Individualised learning, using the online tool, makes this possible. In addition, the exchange among learners and the focus on life skills makes visible what might be possibly overlooked and not sufficiently appreciated in regular school contexts.

With EoL, the focus is on the child and the mapping of its natural and individual "learning flow". This allows the children to pick up where they left off in language or mathematics, and continue learning from there, with the learning flow always being taught according to the age appropriate thinking ability.

With its four areas, ACCESS II offers differentiated opportunities for the integration and promotion of young people, depending where their needs lie.

6. Education and Migration: Recommendations

The working group addresses its recommendations on the one hand to decision makers and authorities on institutional level, and on the other hand to NGOs and institutional actors engaged in international cooperation. In order to address these different groups, there may be some overlap between the following recommendations.

These recommendations also offer a filter through which international cooperation and development experts can start to draft common standards for the education of forced migrants. They can improve access to quality education for refugees, migrant children and youth. There is a high level of heterogeneity and diversity in context, to which educational programmes should adapt.

Recommendations on a general level

- Foster flexibility in education programmes on different levels such as pedagogy, curricula, timetables and learning subjects. A learner-centred approach should allow the identification and evaluation of former education achievement, competencies and psychosocial condition of learners and enable them to continue their education path in an adequate way. Authorities and planners should introduce and promote this flexibility.

- Offer learning opportunities in the local and native language. The question of language is essential in allowing migrants and refugees who speak a different language than their host community to progress adequately in their learning and supports their orientation and integration in different aspects of society and the labour market. Often, learning the language of the host country is a high priority in education programmes and migrants should be offered respective opportunities. Furthermore, it is also important for young people to keep fluency in their mother tongue, which is an important basis for future learning and individual orientation. Young migrants should also be offered classes and / or learning programmes in their native language.

- Ensure that psychosocial dimensions are integrated in education programmes. Post-traumatic stress disorders can prevent children and adolescents from learning and/or lead to inappropriate behaviour. Teachers need to be trained to identify and adequately react to learners with psychological challenges in class. Moreover, they need to be able to refer children to appropriate psychological services (if available), who can provide further help. As a first step, it is important for teachers to recognise the symptoms and to be able to react to them depending on the context.

Recommendations to decision makers in the education sector

- Ensure that teachers possess a specific set of competencies. When working with migrant and refugee children, teachers need solid intercultural competencies to understand how to deal with diversity and to have the capability to take into account psychosocial dimensions. It must be ensured that these and other aspects, according to the respective situations, become better mainstreamed in teacher education and training.

- Enable and strengthen cooperation between parents and educational actors. When working with migrants and refugees whose understanding of and experience with education and school are often very different, cooperation with parents is key. The transformation of parents from "being strangers" to participants in school and the education sector is a relevant factor for the successful education careers of children and youth. Teachers need to be trained on how to work effectively with parents from diverse backgrounds, and parents need to be empowered to become active agents in their children's education and development.

- <u>Institutionalize the exchange between different actors in the field of 'education and migration'.</u> The exchange between actors focusing on main challenges, positive experiences and good practices with regards to education and migration will foster mutual learning and understanding. It has to be strengthened and institutionalized, especially in decentralized education systems such as Switzerland.

- <u>Promote exchange between domestic and international actors concerning 'education and migration'.</u> Another strong and often neglected potential of exchange and mutual learning is the exchange between representatives of a national education system, especially teachers, and actors at international level. The latter have solid experiences not only with children and youth in the refugee contexts, but their experiences usually build on innovation and on sound knowledge and networks in the countries of transition or of origin of the young migrants. The exchange between national and international education actors can be mutually inspiring and instructive and should be institutionalized.

Recommendations to actors in international cooperation, NGOs and training institutions

- <u>Build programmes in cooperation with NGOs and public actors.</u> Where state systems cannot or do not (yet) want to offer access for young refugees and migrants, educational opportunities should be offered by actors of international cooperation. Wherever possible, they work together with state institutions and education authorities. The aim must be to ensure that, over time, the educational projects for refugees and migrants are handed over to the state actors with the perspective that sustainability is ensured for the programmes.

- <u>Embed programmes in the local context.</u> International actors can usually build on existing experience and approaches when designing educational programmes for young refugees and migrants. On the one hand, the aspect of contextualisation is central here: programmes must always be adapted to the respective context. On the other hand, a cooperation community must be established from the outset with local actors so that they assume ownership and participate according to their respective roles. As an example, the ministries of education could define the framework conditions, educational institutions could engage in teacher's trainings and programme design, civil society organisations could work with the community and engage in the implementation of programmes, etc.

- <u>Integrate psychosocial dimensions into learning programmes.</u> For learners suffering from post-traumatic stress disorders, there are often no individual therapy services in the context of international cooperation. Nevertheless, there are a number of established methods that combine psychosocial support with learning on the individual level or with groups that provide school-accompanying activities. It is important that teachers and trainers are instructed in this domain. They do not need to become psychologists, but they should be acquainted with basic methods to recognise and deal with posttraumatic stress disorder or other forms of emotional stress. This will allow them to react adequately to specific situations, either within the classroom or through external offers.