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# ***REFUGEE'S REPORT***





# Austria Report

## Integration of refugees at school

### General learning situation

Austria is trying to integrate refugees and migrants after taking in over 90,000 in 2015 – around 1% of its population.

In the Austrian kindergarten system, measures consist primarily of teaching services (support staff, sensitive intercultural educational work, parent counselling), which are funded and organized by federal provinces, refugee and integration organizations as well as different private organizations.

Austrian education policy rejects the idea of segregation. Hence, pupils who are not Austrian nationals and who have a mother tongue other than German are not taught in separate schools or classes but are educated alongside Austrian pupils. The establishment of separate classes needs the consent of the Federal Ministry of Education, Science and Culture, which is usually given only in special or emergency cases.

Pupils are admitted to school according to their age. There are no formal test procedures for assessing the child's competence in German. When a six-year-old child is enrolled at school, the head teacher usually talks to the child in order to find out whether she/he understands German. Pupils whose competence in German is not yet sufficient to follow classes held in German are admitted as so-called ex-matricular pupils for a maximum period of two years. This is the case for six-year-olds as well as for 'late comers' (pupils older than 6) who have not studied German as a foreign language in their country of origin.

Additional German classes in the afternoon are offered as soon as there is the need to support 12 or more ex-matricular pupils. After a maximum of two years the pupils can take their exams and if they pass, they become an ordinary pupil attending regular classes.

### General information to personal belongings of refugees

It is essential that especially children have a person they trust and can easily communicate with him/her, because the change of language and culture is enough they have to cope with. Therefore the teachers who speak the child's mother tongue play a key role as mediator between the refugee child and the school staff (note: unfortunately they are not available in many schools). It needs much time and mental efforts to cope with the flight experiences and the new world they now live in. Behavioral disorders or increased propensity towards violence as well as refusal of performance and withdrawal can originate from the traumatization they have experienced. The teachers themselves as not qualified for such situations can't manage these problems on their own. Thus, the cooperation with qualified school staff (counselling teachers, educational psychologists, school social worker and interpreters if necessary) is required. (note: The realization often fails due to funding problems.)



## **Fact sheet for teachers**

### **on integration of minor refugees in the school system**

(compiled by the department for school psychology on behalf of the Federal Ministry of Education, Science and Culture)

#### **Several tips how to treat minor refugees in school life**

Inform the pupils of your class prior to the arrival of the new classmate about his/her special situation. Explain what it means to flee (a home country) and that they should welcome the new pupil in their school and class. Let them ask questions and inform them well in order to prevent prejudices.

Find (story) books regarding flight, tolerance and diversity to have a good basis for further discussions.

Think ahead of situations which can cause fears or bring back memories in minor refugees (e.g. fire drill)

Create welcome posters together with the pupils in order to facilitate the first meeting. The children can bring photos and pictures of themselves, their favorite place or their hobbies. The new pupil can then take the picture home to remember the warm welcome.

Security, stability and exact structures are critical because many of the children are still not used to the Austrian school system and its procedures. Simple rules make it easier to guarantee a good coexistence and the integration of the new pupil. The rules should be explained clearly to the child to avoid unnecessary troubles.

The new pupil should know that the teachers are there for him/her if he/she needs help. Determine a mentor for the refugee child to help him/her to orientate and find support, especially at the beginning.

The child should have the opportunity to talk to the teachers or a responsible person but don't force him/her to do so.

#### **The opportunity to invite external people to the lessons:**

Private NGOs mostly funded by the state offer workshops of several hours in affected classes to familiarize them with topics like integration, refugees, etc. Here are a few examples:

- workshops called 'Afghan kites in Austrian skies' – While the pupils are building kites together, they get an insight into the lives of young Afghan refugees
- workshops involving role-playing games to get and convey experiences of flight and the efforts to claim asylum in Austria
- workshops treating the topics of prejudices and racism



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## Report of Education for Refugees in Greece

### 10o Gymnasio Hrakleioy



Many child refugees and migrants stranded in sites across Greece (20000 estimated school-going-age children) are out of school, because their education has been disrupted for 1,5-2 years on average due to war and displacement. In some cases, some have never been to school. This disruption to learning may have impact on children's cognitive and social development and their overall future. Education has emerged as a top priority for children and their caregivers. Specifically, the learning needs of children include first language literacy and numeracy, Greek and English language learning.

Children are not accessing either formal or non-formal education on a regular basis in designated learning spaces. Since the borders to FYR of Macedonia closed, families and children are expected to remain in reception sites for several months which presents an opportunity to authorities, donors and humanitarian organisations to prevent further disruption to their learning, not only leaving it to efforts by refugee volunteers and volunteer organisations.

This academic year the Ministry of Education announced and is deploying a refugee education plan the "Reception Classes". About 7.000 children aged 6-15 will be transported by bus from refugee sites to nearby schools to attend separate 'reception classes' in the afternoon, and school bags containing school kits including notebooks, pens, pencils and other educational materials will be distributed to all children. Kindergartens for children aged 4-6 will be established in refugee accommodation sites.

Children residing in urban settings can be enrolled individually in nearby Greek schools, being taught along with Greek students. While this is a tremendously welcoming initiative, many clarifications are needed, such as the timeframe, difficulties in learning in Greek, documentation requirements, and a differentiation for island and urban children. The aims of the plan are to increase the rates in various factors such as girls receiving education, benefiting from informal education classes and benefiting from psychosocial support, including arts, play, sports and recreational activities.

"I had to stop my education last year, but now I'm back to school. I hope to become a pilot one day. I speak English, but I have to study more," said 10-year-old Hamza from Syria. He attends classes in a primary school in Greece and adds: "Going to school is always nice!"

"Sourour, Niloufar and Shahiba are my best friends and we go to primary school together. I am sharing my desk with Sourour!" says 7-year-old Shabanen from Afghanistan, full of enthusiasm just before she catches the school bus.

We must say that this education plan (parallel classes to learn basic skills) is for this year and in the next academic year all refugees are planned to be included in normal school life since their stay in this country is prolonged.

In our island, Crete, 500 refugees will be transported from other islands to stay in provided facilities and children are planned to attend in nearby schools. There is not yet a decision from the local authorities and the Ministry of Education if our school will be participating in this plan.

Our school has not encountered refugees as students yet only migrants. The provisions taken to make their inclusion easier is not requesting grades for subjects in the first year and in the second year requesting a 20% lower grade in order to advance to the next class. Also, students can attend after school classes by other teachers to improve their skills in basic subjects. This year for the assistance of a student from Bulgaria who does not know the Greek language and is attending his first year at a Greek School a tablet is provided as a translation tool.



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For the support of refugees and migrants there are various NGOs and volunteer organisations offering informal education and provisional support such as the International Organisation of Migrants and the Greek Council for Refugees.

*Sources:*

[http://www.hlhr.gr/wp-content/uploads/2016/12/keimeno\\_tekmiriosis\\_dik\\_ekpaideusi2\\_1.pdf](http://www.hlhr.gr/wp-content/uploads/2016/12/keimeno_tekmiriosis_dik_ekpaideusi2_1.pdf)

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## ITALY REFUGEE'S REPORT

*In 2015, war and persecution led to a significant increase in forced migrations in the world, which reached levels not seen previously and involved immense human suffering. This is what emerges from the annual report released today by UNHCR, the UN refugee agency. The annual report "Global Trends" by UNHCR, reported approximately 65.3 million people forced to flee in 2015, compared with 59.5 million a year earlier. For the first time the thresholds exceeded 60 million people.*

*In many regions of the world forced migrations have been increasing since the mid-nineties. The main reasons are three: the crises, that cause large flows of refugees, last longer (for example, the conflicts in Somalia or Afghanistan are now entering respectively their third and fourth decade); dramatic situations are more frequent than in the past or crisis already in progress start again (the worst is now Syria, but in the last five years also South Sudan, Yemen, Burundi, Ukraine, Central African Republic, etc.); promptness and capability to find solutions for refugees have decreased since the end of the Cold War.*

*"More and more people are forced to flee because of war and persecution. This is in itself worrying, but also the degree of danger for the refugees are multiplying. A huge number of refugees and migrants drown in the sea every year; on the mainland, people fleeing war find their way blocked by closed borders.*

### ***Refugee Policy in Italy: from welcoming to integration. Impossible Mission ?***

The system of reception of migrants in Italy is divided between the first and second reception facilities. The first reception is run by the local prefectures which are directed by Home Office. They are the hotspots and the regional hubs. The second reception facility is the SPRAR (Asylum Seekers and Refugees Protection System).

#### ***The reception system in Italy***

***First reception-*** The migrants who arrive by sea, as Home Office road map of September 2015 states, must go to a hotspot, where each person is identified. In theory, the migrants rescued at sea, who apply for international protection within the hotspot, are relocated in regional hubs. They are both those who fall within the relocation program (Syrians, Iraqis, Eritreans, who should go to EU countries according to a number of shares) and all the others. Those who do not want to apply for asylum should finish in the CIE (Identification and Expulsion Centres) and receive an expulsion order. In the hubs asylum seekers should stay between 7 and 30 days. At the end of this period the migrants should be included in SPRAR (Protection System for asylum seekers and refugees) which are second reception facilities.

***Second reception*** - The second structure of reception, that is the SPRAR, is managed by the associations that present a project in conjunction with the municipality in which the structure will set up. So an association that wants to open a SPRAR in Taranto, for example, has to submit the project together with the municipality of Taranto: there is a ranking, the first of the ranking wins and opens the structure. Here only applicants for international protection enter and wait for the competent territorial commission to evaluate their application and to decide whether to accept it or not. In 2015 the seats in SPRAR were 22 thousand, in 2017 according to the Home Office plan they are expected to be 40 thousand. The SPRAR, unlike the regional hub, should ensure individual paths of integration. Therefore it is expected to provide Italian language courses and other projects that favour some vocational training. According to the roadmap of the Home Office, the regional commission should decide the destiny of asylum seekers within 180 days from their request (usually the associations take charge of appeals, in case of refusal). Actually the times are much longer and there are applicants for international protection who wait more than a year before receiving the response from the relevant Territorial Commission.

**Problems** - Because of the intensification of migration flows in 2015, the entire system is overflowing. The SPRAR centres are full and the international protection seekers remain in this second reception system for longer than it is expected, due to the slowness of the territorial commissions. When the SPRAR centres are full, the system blocks the transfer of migrants from the first to the second reception. For this reason the CAS (extraordinary reception centers) were opened. The CAS are managed by associations and cooperatives.



The Calabrese reception network. Despite the high number of asylum seekers in Calabria, the traces of their presence in the region are few. The region is, mainly, a transit land. The majority of applicants remain in the reception center of St. Anna just the time needed for the identification and the handling of the paperwork for asylum. The waiting time, is of 20 days on average which may become 30 or 45 in case of missing documents or recorded irregularities. According to what has emerged from the interviews, access to information on the rights enjoyed by asylum seekers, is lacking over all the days spent in the field. The lack of information on rights and on external reality helps to create, -the applicants say-, a strong sense of alienation that is overcome only thanks to the bonds inside the camp and to the phone contacts with family or friends who can advise and help when they leave the camp.

### *Welcome to Riace, where migrants have improved the economy*

In Riace, in the heart of Locri, in Calabria, there are still empty houses. Mimmo Lucano the mayor, who has put the reception of migrants at the top of the programs of his administration. since 2004, says: "We expect new guests," "Here they would find shelter and even a job," In recent months the mayor has been included by "Fortune" magazine among the 50 most influential people on the planet. Most of the 500 hosted migrants is engaged in community service as garbage collection, cleaning of beaches, craftworks. A little further north, at Acquaformosa, on the slope of the Pollino mountain, 90 hosted refugees managed to bring to life a center that the depopulation of the nineties had made almost invisible. Recently, four of them have started to work for the Town Hall: two of them work in public parks and street cleaning, another is employed in the immigration center and a girl works as a cultural mediator.

When Bahram Acar landed at Riace at four in a summer morning in 1998, he would have never thought to spend the rest of his life in that place. Arrived with a group of about two hundred Kurds in a boat of 35 meters left from Istanbul, he is now the only of that large group of migrants who has still lived in the town. "The others have left for different destinations and especially for Northern Europe, where the conditions for political refugees are simpler than in Italy. "But I wanted to work ... " Bahram says "and in Riace I found a familiar place. These mountains reminded me of Kurdistan and I decided to stay. I've worked as a carpenter, a blacksmith and a bricklayer. People in Riace have helped me a lot, especially the mayor Domenico Lucano, who has always been interested in Kurds history "

According to Domenico Lucano, mayor for three terms, the landing of 1998 had a profound meaning for the Calabrian village, located in the southern part of the Ionian coast. Until then Riace had known only migratory outflows, with the peasants who abandoned their role as laborers to go to work in the industrial north. " In 1998 that boat met a doomed community," the mayor. says "The houses were empty and the local economy was paralyzed. With a group of friends, companions of many political and social activities, we founded the association 'Future City' to transform Riace in a host town. We wanted to create a town based on the same values of the local culture, untouched by capitalism and consumerism. A culture of hospitality that always finds a way to accommodate the foreigners "

***Initiatives of the Ministry of Education in Italy*** Among the important initiatives of the Ministry of Education in Italy it is worth mentioning the agreement with the UNHCR to promote integration, reception and international solidarity in schools in a highly critical moment on immigration issue.

Schools must aim to promote values as important as the social integration of refugees, therefore the Minister of Education, Stefania Giannini and the UNHCR Representative, through the agreement, have given way to a series of projects to inform young people about certain values.

One of these projects is the "www.viaggidaimparare.it" online platform where there are some interactive tools very useful to I and II grade secondary school teachers to help students understand the phenomenon of immigration and refugee crisis. Also this platform was built with the help of the 3<sup>rd</sup> October Committee, the organization which established on the 3<sup>rd</sup> October (October 3, 2013 in Lampedusa during a shipwreck 368 people died) the memory and welcoming Day.



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In addition to boost the information on the phenomenon, a training plan was launched to 1,000 school principals, 10,000 teachers and 2,000 units of school staff in high schools with a high percentage of foreign students. Through the fund "Fami" (Asylum, Migration and Integration), in collaboration with the Home Office, and with the Ministry of Labour and Social Policy, 13 million euro were allocated for the projects proposed by the schools, aiming to increase the social inclusion of children and young foreigners ".Another important project is "Europe begins in Lampedusa", which provides for the Italians and European students a week (from September 30 to October 4) in Lampedusa to approach the phenomenon and raise awareness of the refugee issue.

"The recent crisis of refugees in Europe has highlighted a reality that was unknown. Today, we can no longer ignore what is going on in Syria, Afghanistan, Sudan and Somalia,. Because of war and persecution refugees have exceeded the figure of 60 million people - Stephane Jaquetmet ,the UNHCR representative said .As humans our first duty towards refugees is to know them, to ask where they come from, why they left everything, because they risk their lives to escape. What happens to them when they arrive in Italy or in other European countries - he added - the desire to know and understand is the first real act of solidarity and acceptance of others. "





## Portuguese Refugee's Report<sup>[a]</sup>

(report about: (1) What the educational system foresees regarding the adoption of measures of reception of foreign citizens and refugees; (2) What the school does and plans to do; (3) What the community does and plans to do; (4) Current situation of refugees and foreigners - perceptions

### Contribution of the Portuguese government and society

According to a source from the Ministry of Internal Affairs, Portugal received until the end of October 2016 a total of 1,100 refugees under the European Union program, with up to 4,500 people receiving this status. They were distributed in more than 100 of the 308 different national municipalities, according to the same source. On July 25, 2016, a National Immigrant Integration Support Network (RNAIM) was created, under the authority of the High Commissioner for Migration, to support "the complex and demanding process of reception, resettlement, relocation and integration of refugees", through a decree of *Diário da República*, the official journal of the Portuguese Republic.

([https://dre.pt/web/guest/home/-/dre/75025066/details/maximized?p\\_auth=8YFiDwDc](https://dre.pt/web/guest/home/-/dre/75025066/details/maximized?p_auth=8YFiDwDc)).

The Portuguese Council for Refugees (CPR), constituted on September 20, 1991, is a non-profit, independent and pluralistic non-profit organization based on a humanist culture of tolerance and respect for the dignity of other peoples. Its main objective is to promote a more humane and liberal asylum policy at national and international level. It is the national entity responsible for the reception and resettlement of refugees arriving in the country, ensuring support and integration strategies. This entity was responsible for the creation of the so-called refugee kit, consisting of a dictionary of words, common expressions, a pendrive with digital content in different languages, a t-shirt, a copy of the Portuguese constitution, a mobile phone card, a Map of Portugal and diverse information (<http://www.acm.gov.pt/-/kit-de-acolhimento-aos-refugiados>).

### Contribution of the Educational System

On March 1<sup>st</sup>, 2016, the Portuguese Ministry of Education created, through an internal circular, the measures to be implemented in the education system, as a consequence of the European migration agenda, regarding the integration of children and young people included in the refugee contingent: equivalent of school qualifications, provide mechanisms to respond to the effective needs of pupils in the field of language learning in the host country, in order to allow a systematic contact with the educational community, in particular with the students in the class in which they will be integrated.

It is important to emphasize the need for schools to promote a progressive integration in the curriculum, based on the sociolinguistic profile and the students' school progress, in order to reinforce the learning of the Portuguese language and its development as a vehicular language of knowledge for the other disciplines of the curriculum and, at the same time, comply with the weekly timetable defined in the national curriculum; develop other modalities and / or intervention projects approved by the school, with a favorable opinion from *DGE (Direção Geral da Educação)*. In addition, a Pre-school, Basic and Secondary Education Reception Guide is available at

[http://www.dge.mec.pt/sites/default/files/Projetos/Agenda\\_Europeia\\_Migracoes/Documentos/agendamigracoes\\_guiaacolhimento\\_dge.pdf](http://www.dge.mec.pt/sites/default/files/Projetos/Agenda_Europeia_Migracoes/Documentos/agendamigracoes_guiaacolhimento_dge.pdf)



These measures call on schools to create multidisciplinary teams with the mission of analysing, proposing and developing strategies appropriate to concrete situations. In this regard, whenever possible, school psychologists should articulate with the Centres for Qualification and Vocational Education (CQEP) the integration of students between the ages of 15 and 18 who follow a career path.

### **The School's contribution**

The Grouping of Schools in São João da Talha is a reference point for the reception of foreign students and refugees over the years, especially since the 90's, when the Portuguese Refugee Centre was created near the Secondary School.

At the moment it welcomes 150 foreign students from Colombia, Ukraine, São Tomé, Cape Verde, Brazil, Angola, Moldavia, Romania, Iraq, Somalia, Guinea Bissau, USA, India, Sierra Leone, Ghana, Rwanda and Eritrea, not counting the students born in the national territory children of foreigners, and 10 students with refugee status, from Colombia, Ukraine, Angola, Ghana and Rwanda. The number of different nationalities in this school year is around 20, with predominance of Portuguese speaking countries.

Mostly they are students in need of economic support, and with different needs of integration, for whom the direction and the multidisciplinary teams created for the purpose focus their special attention, promoting integration in different classes, through equal opportunities and taking into account the specificity of the difficulties presented. In addition there is an EPIS team especially dedicated to promoting school success that collaborates with multidisciplinary teams to support integration strategies for these students. However, students and teachers in general have difficulties in dealing with foreign students and refugees in a classroom situation, and each case is always different from the other, requiring permanent attention and adaptation of practices and adaptations to the teaching and learning process that sometimes limit school success.

### **The point of view of refugees and foreigners**

#### **Amie, from Rwanda**

*"I left my country because I didn't feel safe; it was as if I could be attacked at any time. When I arrived one of the most difficult things for me was the language and being far away from my friends but I think Portugal is a very nice place to live. Nevertheless, one day I would like to go to Australia, mainly because of the language and I think that the Australians are very kind and respectful. In Portugal I didn't experience any racism but I know people who felt it."*



# IMMIGRATION IN SPAIN

Spain has turned in less than 40 years from a mainly emigrant into a host one. In the 50s and 60s of the last century hundreds of thousands of Spaniards emigrated to Germany, France and Switzerland. Nowadays, Spain is the host country for millions of mainly Latin American immigrants but also from Eastern European and North African countries .

These days, the percentage of foreign population in Spain is 11%, almost four million people out of a total of 44 million residents when in the 1990s barely reached 2.5%. Spain is the fourth country in the EU in terms of immigrant population after Germany, France and the United Kingdom.

In the following chart we indicate the origin of these foreign residents:

ORIGIN	PERCENTAJE	MAIN COUNTRIES
Latin America	30,00%	ECUADOR, COLOMBIA
Eastern Europe	19,00%	ROMANIA
North of Africa	21,00%	MOROCCO
Western Europe	20,00%	UNITED KINGDON, GERMANY
OTHERS	10,00%	

It is important to point out that the origin of the presence of English and German people is tourism while the origin of the rest of immigrants is due to economic reasons. It is necessary to emphasize the massive arrival in the last years of subsaharian population that arrives in Spain putting their lives at risk across the Strait of Gibraltar.

The majority of the immigrants in Spain are settled in Murcia, Valencian Community, Andalusia, Catalonia, Balears and Canary Islands. Alicante is the Spanish province with the highest number of immigrant population which is over 50% in places like San Fulgencio or Rojales (south of province of Alicante). It is important to highlight the case of Ceuta and Melilla, with a high population of Moroccan origin caused by the geographical situation of both cities (near the border of Morocco)

As commented before, the main cause of the arrival of immigrants is economic. This is favored by the climatic bonanza, the geographical proximity of many countries (North Africa) and the cultural and linguistic identity (in the case of Latin Americans because of language sharing)



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In Spain, there has not been a particularly negative situation regarding the arrival of immigrants, partly because of the open-minded Spanish people and the cultural and idiomatic proximity of Latin American emigrants.

In the matter of Spanish legislation, any resident in Spain, regardless of their legal status, is entitled to receive free emergency medical care as any Spanish people. In the case of minors, they have the right of any kind of medical care as well as compulsory and free schooling. In addition, those people who have an irregular situation may be authorized to reside in Spain for humanitarian reasons or social ties.



With reference to the education system, anyone under the age of 16, regardless of their origin, has the right and duty to be in school and receive educational assistance under equal conditions. For that reason, language reinforcement systems, curricular access and assistance with specialized teachers are being established along the last years.