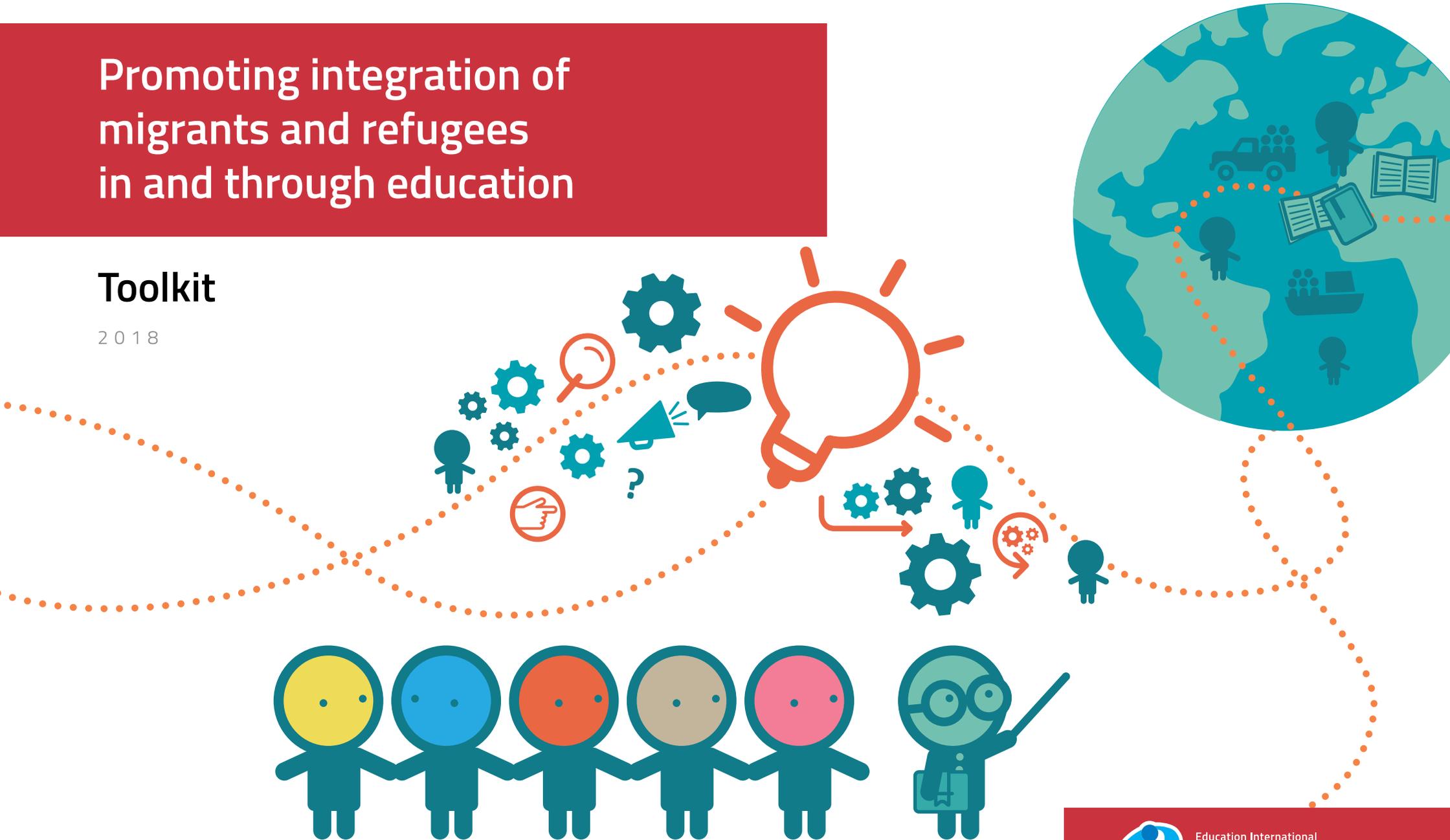


# Promoting integration of migrants and refugees in and through education

## Toolkit

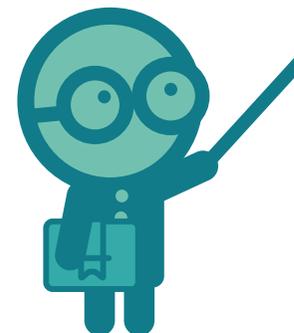
2018





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## COLOUR CODE



# Why this toolkit?

The past years have seen large numbers of refugees moving to Europe. This, and the rise of populist movements in Europe and North America, has led unions to develop activities engaging schools, local communities, authorities, etc. to promote the rights of migrants and build inclusive schools and communities.

With the support of Education International (EI), exchange visits, information sharing and peer-learning activities allowed education unions to inspire each other and explore synergies across borders. This toolkit aims to build on these experiences and facilitate education unions to develop their work in this area. It also assists unions by exploring the issues around integrating migrants and refugees in education and sharing what others have been doing in this domain.

## WHO IS THIS TOOLKIT FOR?

This toolkit will support both unions that have not yet been active in this domain and those that are willing to further develop their activities with regards to migrants and refugees. It can be used at different levels of the organisation:

- National committee members
- Union staff
- Local activists
- School representatives
- Grassroots members

## HOW WILL THIS TOOLKIT HELP?

This toolkit will assist trade unions and education activists to:

- Understand the phenomenon of migration and forced displacement worldwide and the challenges it poses in relation to the education sector
- Understand and defend refugees' and migrants' rights as protected by international, regional and national law
- Develop activities in favour of migrants and refugees' rights at national and local levels
- Challenge the predominant negative narrative about migration and refugees

## HOW CAN THIS TOOLKIT BE USED?

The toolkit can be used to support strategic planning meetings and capacity building workshops within your organisation.

In addition, it can be used by individuals in charge of refugee and migrant rights and education issues in your organisation, both in their work and follow-up activities.



## OVER TO YOU

This toolkit will continue to be developed as it is closely linked to the EI portal, [www.education4refugees.org](http://www.education4refugees.org), which contains additional and up-to-date information concerning unions' actions, resources, etc. Send us your feedback and share with us your work, to continue inspiring sister organisations to take actions in favour of the rights of migrants and refugees in education: [refugee@ei-ie.org](mailto:refugee@ei-ie.org).



# Introduction

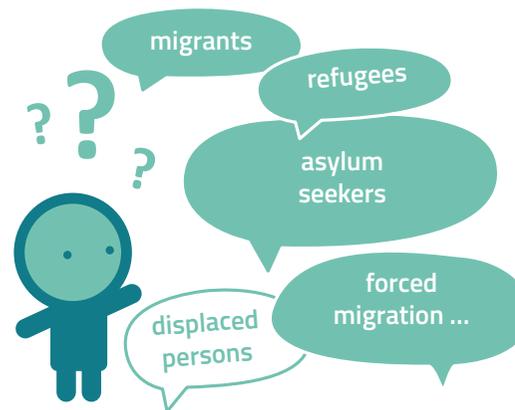
Before engaging in activities to promote the integration of migrants and refugees in and through education, a number of preliminary steps will help you center your actions on a comprehensive analysis of the local and international context in which you will be operating.

# 1- FORCED MIGRATION AND REFUGEES: understanding the phenomenon

Media and public debates about refugees and forced migration often convey a distorted image of the phenomenon: terms may not be properly used or defined, fake news about migration figures and scale may be massively reproduced on social media, etc. So, it is important that educators and unions become aware of the complexity of the issue and the ways in which they are usually presented in public discourses. This section aims to provide tools to develop a solid understanding of forced migration in your local/national context in order to develop strategies to counter these inaccurate perceptions.

## Step 1:

### Clarifying terms and definitions



Explore the different words we use for people who move from one country to another and find out the differences in meaning.



#### WHERE TO FIND DEFINITIONS?

International Organization for Migration (IOM) – Key migration terms: <https://www.iom.int/key-migration-terms>

UN Refugee Agency (UNHCR) - Master Glossary of Terms: <http://www.refworld.org/docid/42ce7d444.html>



#### OVER TO YOU

- Which terms are most commonly used in my local/national context to describe the phenomenon?
- Which terms are absent from the public debate?
- Do you see any incorrect use of terminology? How could it be challenged?

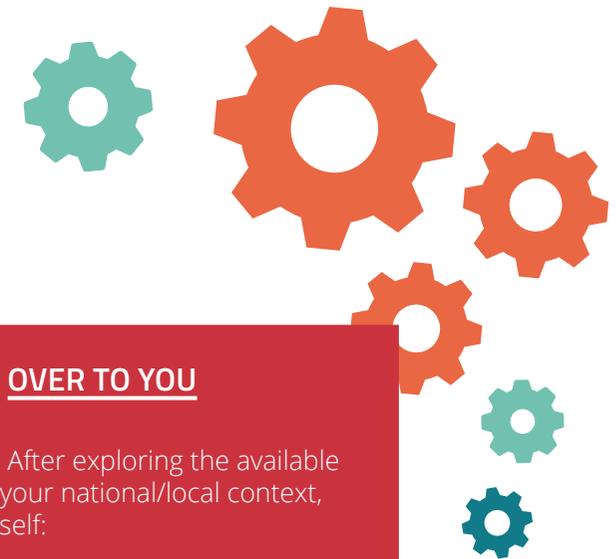
## Step 2:

### Check out the statistics

The media often present migration movements using superlatives and hype: a crisis, an invasion, unmanageable flows, etc. This does not necessarily reflect the reality of the statistics for a given country or geographical area. Look at the real statistics of refugee influx in your local/national context and reflect on ways to fight misinformation. This is a list of possible statistics to review:

- **Number of new arrivals:** Has the number of new arrivals increased or decreased in recent times? What is the percentage of new arrivals compared to the total population of your country, compared to other countries or regions? **Is it factually correct to say that your local/national community is overburdened by an influx of refugees and forcibly displaced persons?**

- **Main countries of origin: Is it true that most newcomers are from low-income countries?**
- **Asylum applications:** How many people have actually sought asylum in your country? How are they distributed around the country? What percentage of applications have been denied? **Would you say that your country grants international protection easily to newcomers?**
- **Children:** What is the percentage of refugee or migrant children as a percentage of the total arrivals/applications in your country? How many are accompanied/unaccompanied, enrolled in education, etc.? **How will these statistics impact on education?**



#### OVER TO YOU

After exploring the available data for your national/local context, ask yourself:

- Is the data easily accessible at national/local level? Are there specific statistics that are not available?
- Is the reality of the figures reflected in the media coverage of the issue and in public debate? What are the “knowledge gaps”?
- Can you find statistics on refugees’ enrolment in education in your local/national context?



#### WHERE TO FIND STATISTICS?

- UNHCR – <http://www.unhcr.org/data.html>
- IOM – Migration Data Portal: [https://migrationdataportal.org/?i=stock\\_abs\\_&t=2017](https://migrationdataportal.org/?i=stock_abs_&t=2017)

- UNICEF – Child migration and displacement data: <https://data.unicef.org/topic/child-migration-and-displacement/migration/>
- Eurostat – Asylum Statistics: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Asylum\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/Asylum_statistics)

- National/local statistics: To find more detailed statistics about your local/national context, check the websites of and/or contact the relevant UN Agencies’ Country Offices (UNHCR, UNICEF, IOM), ministries (Ministry of the Interior, Labour, Social Affairs, etc.) and local authorities (municipalities).

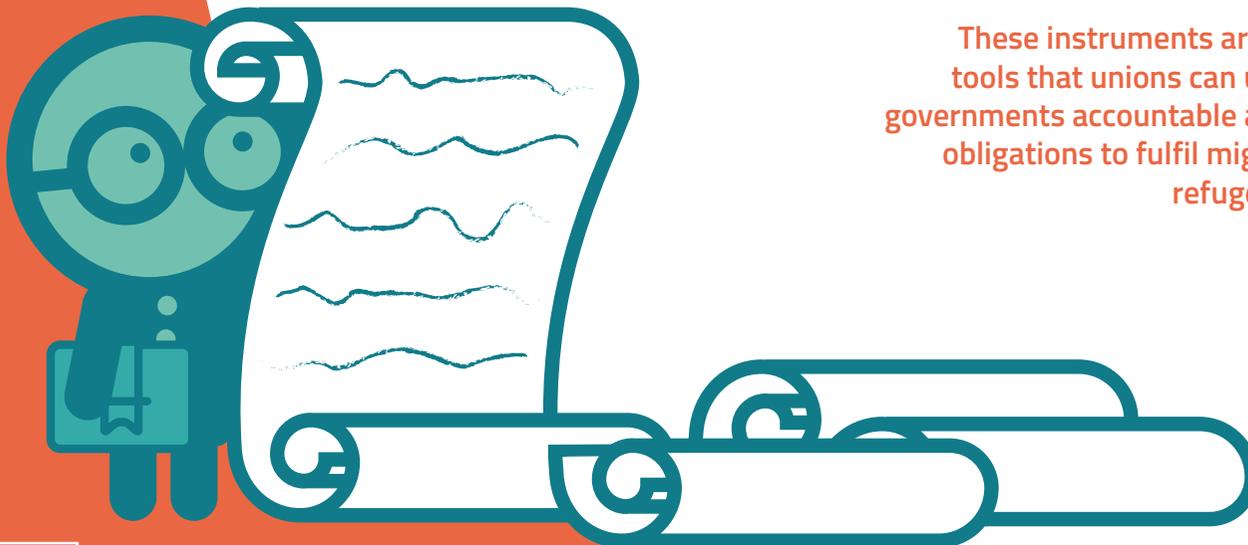
## 2- REFUGEES' RIGHTS: international legal and policy instruments

Human rights are universal and indivisible. People who move from one country to another have rights. In particular, their right to education is guaranteed under many international treaties, global policy frameworks, regional agreements, etc.

In addition, countries signing and ratifying a multilateral treaty commit themselves to applying its provisions in national law and practice and, in many cases, to reporting on related application at regular intervals.

These instruments are powerful tools that unions can use to hold governments accountable about their obligations to fulfil migrants' and refugees' rights.

- The [1948 Universal Declaration of Human Rights \(UDHR\)](#) is considered to be part of customary international law and, as such, binding for all states. Articles 13, 14, and 26 deal with freedom of movement, asylum, and the right to education.
- The [1951 United Nations \(UN\) Convention Relating to the Status of Refugees and the 1967 Protocol](#) are the key legal instruments pertaining to refugees and asylum seekers. Article 22 guarantees the right to education.
- The [1966 International Covenant on Economic, Social and Cultural Rights \(ICESCR\)](#) comprises important provisions related to the enjoyment of economic, social, and cultural rights, including the right to education (Article 13).
- The [1969 International Convention on the Elimination of All Forms of Racial Discrimination \(CERD\)](#) commits states to eliminating racial discrimination and promoting mutual understanding. Article 5 refers to the obligation of guaranteeing the right to education and training, without distinction as to race, colour, national, or ethnic origin.



- The [1989 United Nations Convention on the Rights of the Child \(CRC\)](#) sets out the civil, political, economic, social, and cultural rights of children. Articles 28, 29, and 31 stress the right to education, culture, and recreation.
- In the [1990 International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families \(ICRMW\)](#), article 30 addresses the right to education.
- The [International Labour Organization \(ILO\) C97 Migration for Employment Convention](#) and [C143 Migrant Workers Convention](#) specifically apply to labour migration, including teachers and education personnel on the move. In principle and unless stated otherwise, all international labour standards are applicable to migrants.
- The [Sustainable Development Goals \(SDGs\)](#) are a set of 17 goals that every government has agreed to meet by 2030. As part of these, countries have committed to a goal

on education: SDG 4 - ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This applies explicitly to migrants and refugees – as stated in [Education 2030](#), the roadmap for achieving SDG 4 on quality education.

- The [2016 New York Declaration for Refugees and Migrants](#) includes several commitments related to education (paragraphs 32, 39, 44, 57, 59, 79, 81, 82, 84).
- A number of regional human rights agreements also refer to the right to education: [the African Charter on the Rights and Welfare of the Child](#) (Article XI), [the American Declaration on the Rights and Duties of Man](#) (Article XII), and [the European Convention on Human Rights](#) (Article 2). European Union (EU) legislation also includes provisions related to the right to education for asylum seekers and third country nationals, such as the [Council Directive 2003/9/EC](#), the [Council Directive 2004/83/EC](#), and the [Directive 2008/115/EC](#).

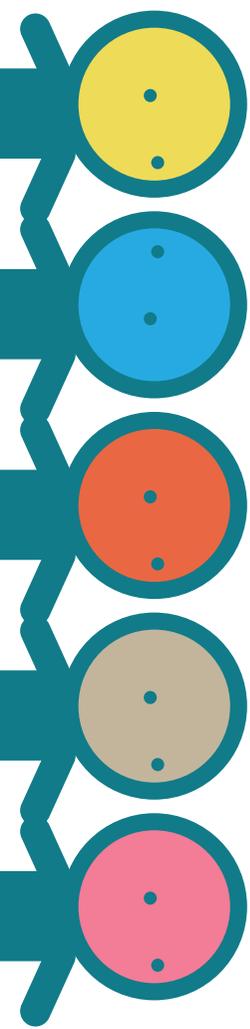


## OVER TO YOU

### 1. Find out about possible violations of the human rights of migrants and refugees in your country:

- Examine the most recent observations made by treaty based bodies for your country concerning the implementation of related international instruments (cf. the website of [the United Nations High Commissioner for Human Rights](#)).
- Read about the situation of refugees' and migrants' rights in your country: see, for example, annual reports of Amnesty International and Human Rights Watch, the EU Agency for Fundamental Rights' [regular overviews of migration-related fundamental rights concerns](#).





## OVER TO YOU

### **2. Hold your government accountable:**

- Review the different instruments listed above and select those applicable in your country (you can find online the list of countries that have signed/ratified each instrument). Using their provisions – and, if relevant, reports of violations outlined in the above-mentioned sources – raise public awareness about migrants and refugees' rights.

Did you know that a supervisory body, comprising independent experts, periodically monitors how countries comply with each UN human rights treaties (ICESCR, CERD, CRC, ICRMW)? You can check the calendar of upcoming country reviews for each instrument and, if relevant, consider submitting reports to the relevant body ([CESCR](#), [CERD](#), [CRC](#), [CMW](#)).

There are also ways for unions to ensure that the provisions of the ILO conventions related to migrant workers are reflected in national law. Here again, governments are required to submit regular reports on the conventions that they have ratified. And, they must consult social partners in preparing their reports to the ILO, allowing for feedback from unions.

SDG 4 renews global commitment to quality education for all and should be used as another way to hold your government to account:

- Find out what your government has done so far to expand access to education for migrants, refugees, and internally displaced persons. More information about SDG 4 [here](#).
- Advocate for migrants and refugees to be explicitly mentioned as a target group when your government is designing its national development strategies and plans for meeting SDG 4.
- Make sure that your government includes migrants and refugees when collecting data on SDG 4-related progress and challenges. More information about SDG 4 indicators [here](#).
- Find allies to help you put pressure on your government to specifically mention migrants and refugees when [reporting progress to the UN](#).

### **3. Push for the adoption of relevant international treaties and conventions**

Some of the treaties listed above have only been signed and/or ratified by a few states (especially conventions related to migrant workers). If your country has not signed or ratified one or several of the above-mentioned instruments, get your union to advocate and campaign to urge your government to sign or ratify those outstanding international instruments. This will help to promote the rights of migrants and refugees in your country and strengthen the relevant international instruments. See, for example, what has been done in the frame of the [Global Campaign for Ratification of the Convention on the Rights of Migrants](#).

# 3- EDUCATION FOR REFUGEES: identifying key issues

Education is key to achieving sustainable and inclusive development for all members of society. It is also a powerful way to integrate newcomers. Nevertheless, refugee students and teachers often face significant challenges and barriers when entering the host education system.

What are the key issues for education unions to act on?

## ACCESS

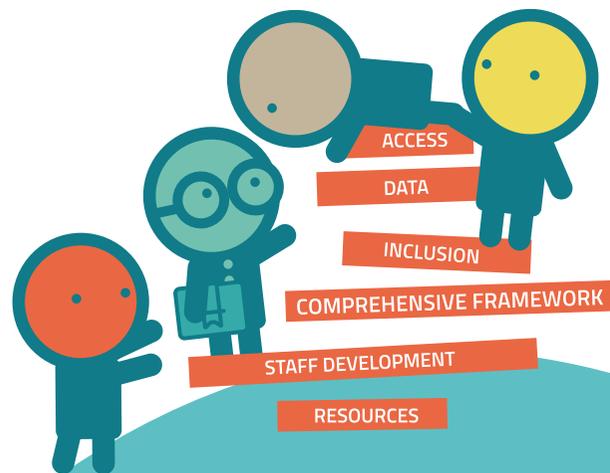
Remains a major challenge for forcibly displaced children and youth in many transit and destination countries where the only education opportunities available may be provided by volunteers or non-government organisations (NGOs). Worldwide, only half of elementary aged refugees and one in four adolescents are enrolled in education. In some cases, migration and asylum procedures and policies may be detrimental to children and youths' access to education (detention, family reunification rules across borders, etc.). Education levels beyond compulsory education, such as early childhood education and higher education, may be particularly difficult to access.

## DATA

In many countries, separate statistics on the enrolment of refugee children or newcomers in education are not available. In the absence of systematic data collection and related monitoring mechanisms, targeting specific groups (asylum seekers, refugees, unaccompanied minors, newcomers, second-generation immigrants, etc.), it is difficult to assess the real barriers and challenges facing each population in relation to accessing and completing different cycles of education.

## INCLUSION

Newcomers tend to be segregated in many education systems. This is detrimental to integration and not necessarily in line with the best interests of students. A personalised holistic - physical, psycho-social, and academic - assessment of students' backgrounds, experiences, and skills should always inform the implementation of an individual education plan and adequate support measures.



## COMPREHENSIVE FRAMEWORK

The integration processes regarding newcomers in education may vary significantly from one educational institution to another. Very often, there is no systematic monitoring mechanism to support local practices and coordinate the different actors, sectors and political-administrative levels involved in the reception, inclusion, and education of newly arrived students.

## STAFF DEVELOPMENT

Training opportunities in areas such as non-verbal communication, using intercultural pedagogy, and managing multicultural environments should be made available to administrative and teaching staff to enable schools to manage diversity. Specialised profiles (psychological support, cultural mediation, second language and mother tongue support) are also lacking in terms of supporting schools' efforts to address newcomers' specific needs. In most countries, displaced teachers are not given an opportunity to integrate into the education workforce in the host education system (no equivalence of qualifications, lack of fast-track training paths).

## RESOURCES

Extra support needed to facilitate the integration of newcomers in education requires additional resources. In some cases, an inadequate level and/or distribution of resources may be detrimental to providing quality education, because of large class sizes, staff shortages, lack of adapted pedagogical supports, etc. Schools are also confronted with fragmented, unpredictable, and short-term funding opportunities that are not adapted to their needs.



## FIND OUT MORE ABOUT CHALLENGES RELATED TO REFUGEES' AND MIGRANTS' INTEGRATION IN EDUCATION

EI has collaborated with member organisations in several countries and commissioned studies to identify the barriers and challenges related to refugees' and newcomers' integration in education:

[Education: Hope for Newcomers in Europe](#), by Nihad Bunar (Ed.), 2018.

[Investing in the crisis: Private participation in the education of Syrian refugees](#), by Francine Menashy and Zeena Zakharia, 2017.

[Getting Teacher Migration and Mobility Right](#), by Marie-Louise Caravatti, Shannon McLeod Lederer, Allison Lupico, and Nancy Van Meter, 2014.

[Education for refugee and asylum-seeking children in OECD countries. Case studies from Australia, Spain, Sweden, and the UK](#), by Paloma Bourgonje, 2010.

## OTHER SOURCES:

[Current migration situation in the EU: Education](#). EU Agency for Fundamental Rights, 2017.

[Missing Out: Refugee Education in Crisis](#). UNHCR, 2016.

[No more excuses: Provide education to all forcibly displaced people](#). Global Education Monitoring (GEM) Report/ UNESCO-UNHCR, 2016.

[Helping immigrant students to succeed at school – and beyond](#). Organisation for Economic Co-operation and Development (OECD), 2015.



## OVER TO YOU

Consult these sources to find out which of these challenges/key issues apply to your country. Check to see if there are additional studies analysing challenges and barriers related to refugees' and migrants' access to education in your local/national context.



## Invite refugee children to voice the challenges they faced when entering their host education system

The National Education Union (NEU) in the United Kingdom (UK) has produced a series of inspiring short film clips in which refugee children and young people speak about their experiences of coming to a school in the UK.

Each video clip focuses on a different aspect of newly arrived students' integration in school and are classified in three categories:

### BEING INCLUDED

«Stand by their side»

«Everyone says "Salaam", even the teachers»

«Let your feelings out»

### ENTERING THE UK EDUCATION SYSTEM

«A trusted pupil showed me around»

«Everything is possible»

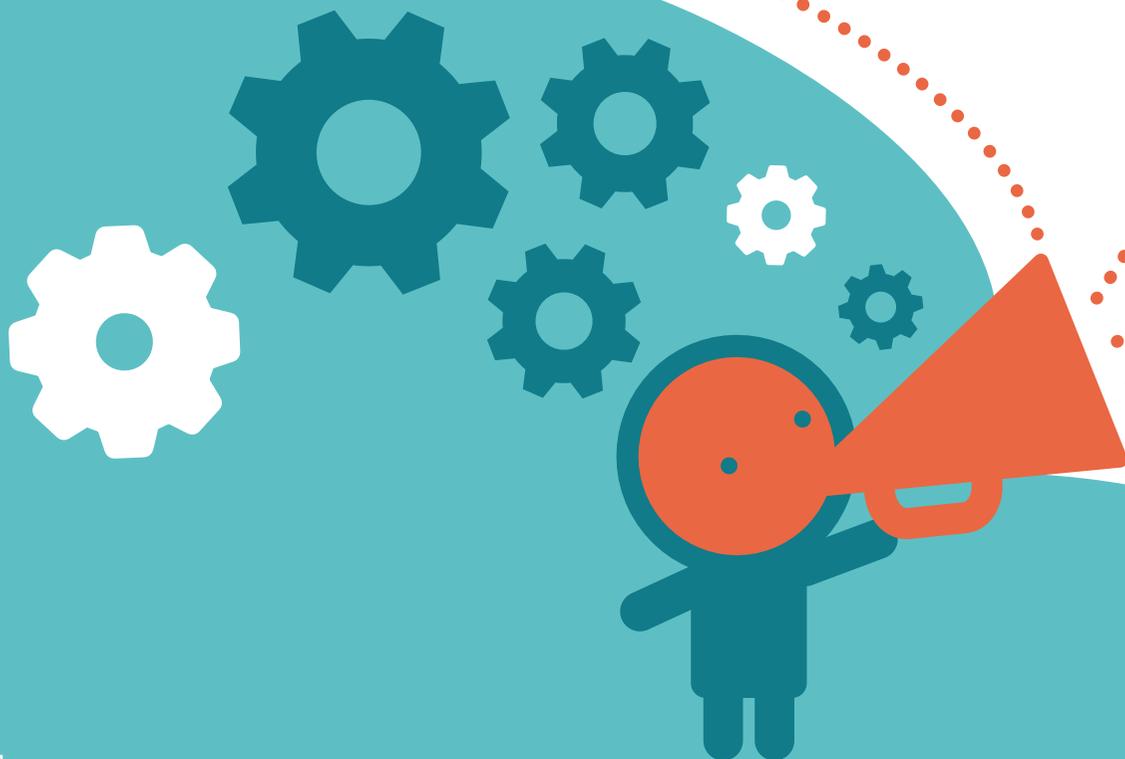
### BEING A REFUGEE PUPIL

«I really like learning»

«Just stay strong»

The videos are available on the [NEU's website](#), together with "staff training notes" – these invite school staff to use the video clips to think about existing good practice in their school/setting/college and consider collectively ways in which they can effectively welcome refugee children and young people.





### OVER TO YOU

In the face of the many challenges facing newcomers and refugees in accessing quality education, unions can play a key role in their local/national context to improve the situation. This is especially so, as most of the issues highlighted here are extremely relevant to social dialogue and unions' daily business. This toolkit provides concrete guidance for supporting unions and activists willing to tackle some of these challenges and, by doing so, contribute to offering a brighter future to refugee children and families.

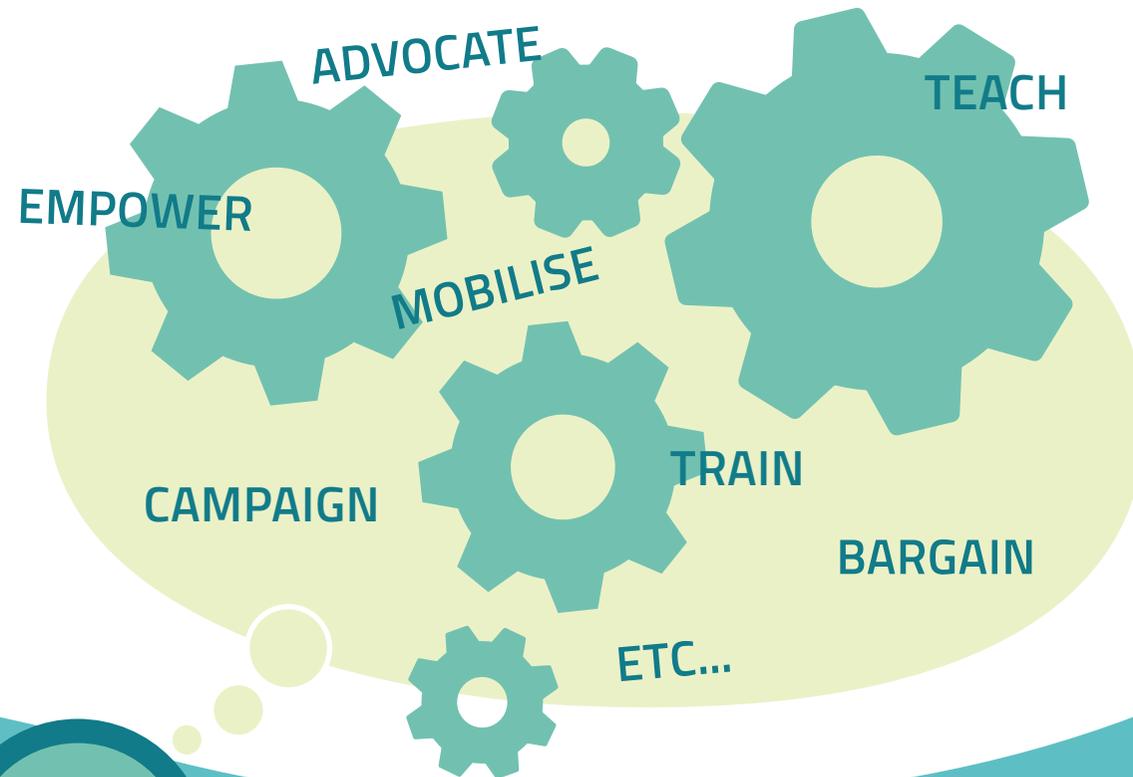


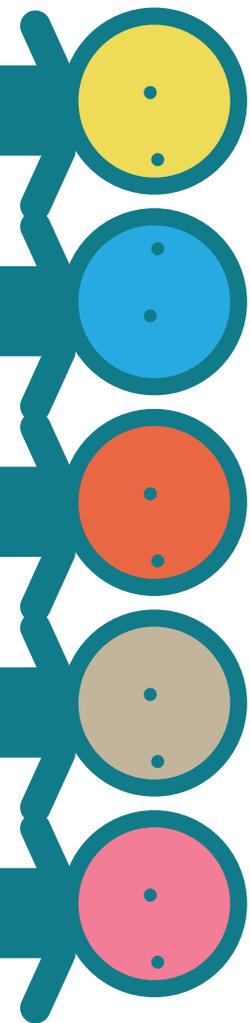
## 4- Education unions at the forefront

The trade union movement is guided by the principles of human rights, democracy, and social justice. Rights, equality, and education are about enabling people at all stages in their lives to achieve their maximum potential. For this reason, education unions have a key role to play in promoting the rights of refugees and migrants and ensuring they have access to quality education and employment opportunities in the education sector. For many years, EI has been advancing the rights of migrant students and teachers worldwide and supporting the actions of its affiliates in this domain.

### What can unions do?

Education unions around the world are engaged in promoting the rights of migrants and refugees, through a variety of actions.





## EI policy framework

EI's World Congresses have passed several resolutions over the years in relation to migrants and refugees:

- [Resolution on the right to education for displaced people, refugees, and stateless children \(2015\)](#)
- [Resolution on Migration, Professional Diversity, and Racism \(2015\)](#)
- [Resolution on Teacher Migration and Mobility \(2011\)](#)
- [Resolution on children of refugees and asylum seekers \(1998\)](#)

Following the adoption of the 2015 World Congress' resolutions and considering the situation of refugee and displaced persons' around the world, EI's Executive

Board went a step further. It decided to develop a comprehensive paper on displaced persons, refugees, migrants, and stateless children and their families. The paper identified priority areas of work and led to the adoption of a quadrennial strategy that includes a detailed action plan and timeline for 2016-2019.

In addition, a global conference in Stockholm in 2016 brought together education union representatives and external partners to discuss refugee education and promoting refugees and migrants' rights. Its recommendations provide guidance for union actions at global, national and local levels.

[The report](#) and [recommendations](#) from the conference are available online.



## FIND OUT MORE ABOUT UNIONS' ACTIONS

The EI portal, [www.education4refugees.org](http://www.education4refugees.org), features examples of actions and resources developed by unions around the world to promote the rights of migrants and refugees.

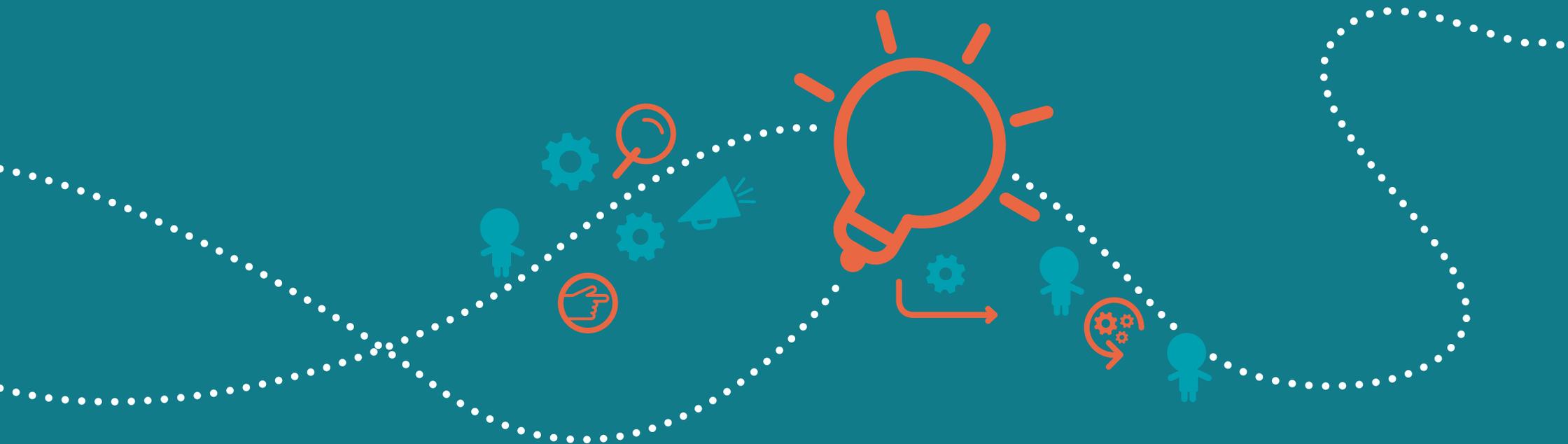


## OVER TO YOU

### STEP 0:

Before you start to brainstorm an action plan, take a moment to analyse the situation in which you will be operating:

- Based on information that is commonly available, how would you describe the current situation with regards to migrants and refugees in education: positive, negative, topical, divisive ...
- How are different actors positioning themselves with regards to migration and education: the government, local authorities, public opinion, the media, school communities, etc.
- So far, what role has been played by unions and education staff in my local/national environment on these issues?



# Toolkit

Reflect on concrete measures you can take to improve the situation of refugees and migrants' rights in your local/national context. In this section, you will find a step-by-step guide to develop a methodical approach to addressing this issue collectively.

# 1- Design a plan

Designing an action plan will help you to proceed strategically about tackling issues related to migrants' and refugees' integration in education.

## a) Analyse the national legal framework and policies

In the previous section, you were invited to reflect on the rights of migrants and refugees in your local/national context, based on information that is commonly available to the public. Now that you are moving towards acting on it, you need to develop a better and deeper understanding of the main challenges facing local and migrant/refugee communities with regards to integration in education.

A good starting point is to analyse the legal framework and specific policies applying in your country.

This will allow you to identify gaps between practice and policy as well as the gaps between national policies and international policies and agreements (see section 2 in the introduction of this toolkit, p. 8).



### CHECKLIST OF THINGS TO CONSIDER

- How is the right to education guaranteed for newly arrived children in your country? Have there been recent changes to the legal framework? Are there any gaps?
- Have local/national authorities put in place specific measures/programmes to promote newcomers' education? Were additional funds allocated for this?
- Are scholarships available for refugees to pursue education, especially beyond the compulsory age of schooling?
- Have measures been taken to facilitate the integration of refugee/migrant teachers and education personnel?



In Sweden, Fast Track training put in place for refugee teachers

As of Autumn 2016, five Swedish universities have been offering a new course for newly arrived teachers and preschool teachers.

The initiative is part of a Fast Track training scheme initiated by the Swedish government to help new migrants with professional qualifications from their home countries get jobs in sectors where there is currently a shortage of workers. The course combines studying theory and Swedish language at university with a 26-week internship at a school or preschool. It is also partly delivered in Arabic, so that the newly arrived teachers can gain an understanding of the Swedish school system as quickly as possible. The fast-track system means that these new arrivals can gain work experience, and eventually full employment, in a short time.

## b) Research evidence

Establishing a strong evidence base plays a central role in strengthening and informing unions' work in favour of migrants' and refugees' rights. Existing statistical and research sources (see sections above) may be sufficient to identify key challenges and priority areas for action in this domain. Or, you might consider collecting your own evidence, by conducting or commissioning research on aspects that need further investigation.



### SUGGESTION:

For further information and guidance, consult EI's toolkit:

*["From Research to Advocacy: A guide to planning, conducting and disseminating research effectively"](#)*

### RESEARCH STEP-BY-STEP

#### I - THE BRAINSTORMING PHASE

##### **Key questions to ask:**

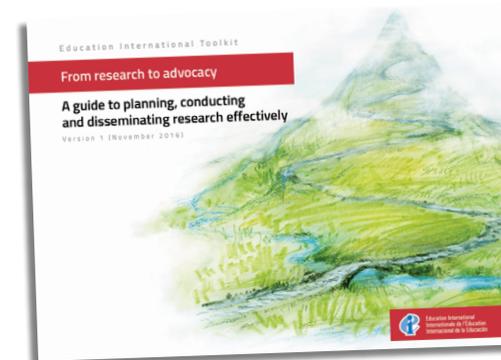
What exactly do you want to know?  
Why do you want to know it?  
Who do you target?

##### **Things to consider:**

Union policy, consultations, partnerships, budget, scope/scale, final research product, timeline, researcher and contractual aspects, launch.

#### II -THE RESEARCH PROCESS

- a. Literature review (see section 3 in the introduction of this toolkit, p. 12)
- b. Data collection: survey(s), interviews, focus groups, on-site visits ...
- c. Data analysis
- d. Writing the report
- e. Dissemination and use of the findings for developing further work



## c) Take a stand

In developing activities in favour of migrants' and refugees' rights, it is important that unions develop their own policy framework. This will allow the organisation to define and disseminate its positions on these issues. It's also a fundamental step in engaging the organisation's governing bodies and entire membership and, by doing so, obtain a clear mandate for action.



### Unions take a stand on the rights of migrants and refugees

Education unions choose different ways to position themselves in favour of the rights of migrants and refugees:

- The Independent Education Union (IEU/Australia) released a joint statement with over 200 charities, community, and grassroots organisations.
- The American Federation of Teachers (AFT/USA) adopted a Resolution on the "Migration Crisis"
- Three Italian union confederations - Confederazione Generale Italiana del Lavoro (CGIL), Confederazione Italiana Sindacati Lavoratori (CISL) and the Unione Italiana del Lavoro (UIL) - released a joint open letter focusing on the situation of unaccompanied minors on World Refugee Day
- The NEU-NUT (England and Wales) responded to a British Government's All Party Parliamentary Group Inquiry
- The Gewerkschaft Erziehung und Wissenschaft (GEW/Germany) has placed special focus on the issue of inclusion at its national congress



## d) Develop an action plan

Your detailed action plan is the most effective way to organise how you will promote the right to education for refugees and migrants.

### STEP-BY-STEP APPROACH

#### 1. Lay the foundation

##### a. Consult and engage in a participatory planning process

- I. Membership
- II. Beneficiaries: schools and refugee communities

##### b. Review the state of play

- I. Past and current actions (yours and others): mistakes, achievements, gaps, areas for improvement
- II. Key issues: What are they? Since when? Who is impacted? Which needs should be prioritised?

#### 2. Define realistic and achievable objectives, in relation to priority needs identified above

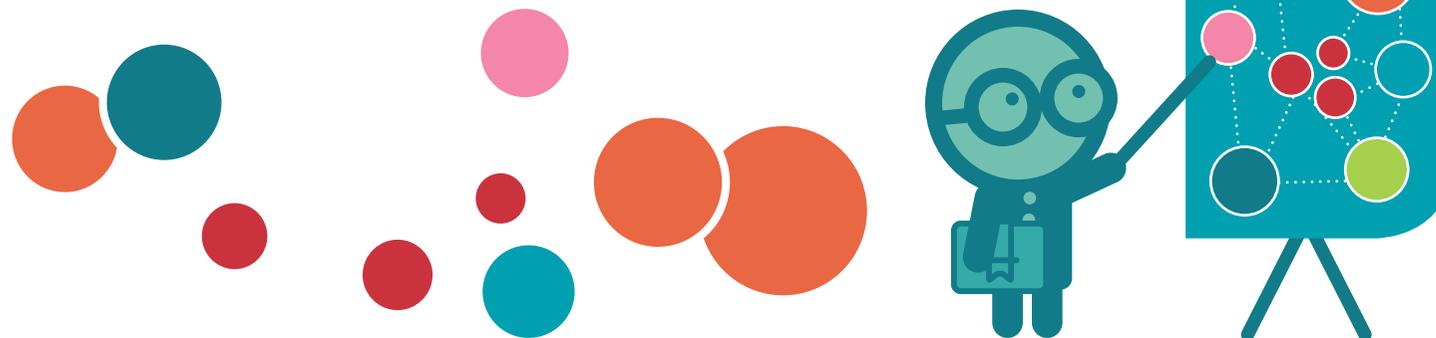
#### 3. Identify actions that will help achieve your objectives

#### 4. Map possible partners to join forces with and contact them

#### 5. Define a detailed workplan for implementation: what should be done, by when, and by whom?

#### 6. Estimate the human and financial resources needed to complete each activity and design a detailed budget for the overall plan

#### 7. Define how you will communicate the outcomes of your activities to advance your goals and raise public awareness



## 2 - Advocate for refugees' rights

Based on the issues that you have identified, you might decide to concentrate your efforts on advocating for policy change at local and/or national levels. Advocacy is a general concept describing a process of influencing and creating change and can involve different strategies and actions.



### OVER TO YOU

To develop successful advocacy plans, consider a variety of aspects:

1. **What needs to change** (advocacy objective)?
2. **Who do you need to influence to make this change happen** (stakeholder analysis)?
3. **How can you influence these actors?**

Depending on your answers, your advocacy actions may be a combination of different things depending on your available resources and means of action (how confident you are that you can actually make a difference? what would be the most realistically effective thing to do?). Possible advocacy actions include:

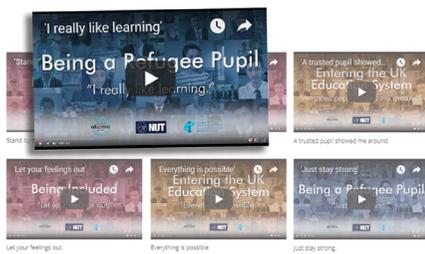
- Building evidence on what needs to change and disseminating the outcomes (see section 1.b, p. 19)
- Influencing policymaking and lobbying decision makers
- Giving voice to and mobilising people affected by the issues: teacher and school staff, refugee students and/or teachers, etc.
- Campaigning and raising awareness amongst local communities
- Building alliances



## a) Tips to get your messages across

Once you have defined the type of actions you want to engage in, it is important to **develop powerful messages and communicate them.**

### Powerful messages appeal to people's emotions



**Share personal stories about refugees and migrants to show that there are people behind the statistics. Use the voices of school staff and communities who are directly affected by this issue.**

*Example: NEU-NUT's video clips giving voice to refugee children entering the UK education system.*

**You can also adopt communication strategies that establish empathy with refugees and migrants.**

*Example: FECCOO inviting students to put themselves in refugees' shoes*



*themselves in refugees' shoes*



**Change the narrative:**  
Migration and forced displacement

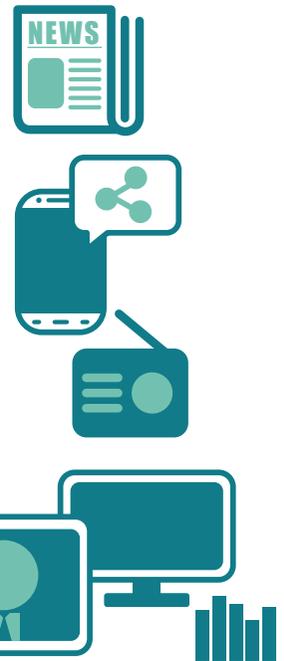
is always portrayed as a negative phenomenon and migrants/refugees as victims. Highlight the potential of refugees and migrants, speak about their resilience and their contribution to education and society as a whole.

*Example: #1DayWithoutUs campaign in the UK*

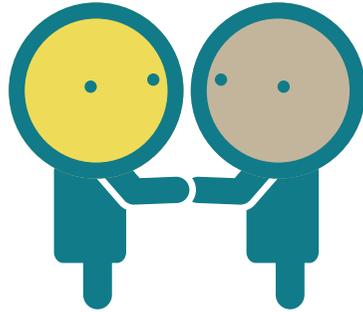
### USE THE MEDIA!

**The media are very influential when it comes to shaping public opinion. So, it is fundamental that you use the media to spread alternative messages about migration and refugees.**

- Write news releases every time you organise an activity
- Share personal stories through interviews: teachers, students, parents, etc.
- Identify journalists beyond education specialists, those who cover migration/refugee issues, and invite them to your activities/events
- Get attention by highlighting new or surprising facts, striking stories, moving testimonies, etc.



## b) Influencing policy



Education unions are membership-based organisations, representing frontline education staff who welcome newcomers in schools. Thus, you are well positioned to proactively engage with the relevant authorities using solid evidence-based policies to respond to actual needs. By consulting with members, unions can get a first-hand understanding of the situation facing schools and staff on the ground. Social dialogue and collective bargaining are core business for all education unions and promoting effective integration of migrants and refugees in education should be amongst the objectives of such negotiations.



In Finland, the “Integration Compass” from the Opetusalan Ammattijärjestö (OAJ) contains proposals to advance integration via education.

“Our trade union wants to promote multiculturalism and tolerance in Finland, to take global responsibility and to support teachers in multicultural education. Immigrants arrived in Finland in significant numbers 20-25 years ago and settled down mostly in big cities. However, since the ‘refugee crisis’ of autumn 2015, the immigration policies became more of an issue for the whole country.

We decided to make proposals for the government and municipalities to advance integration via education. The proposals are for all levels of education from early childhood education to adult education with a strong emphasis on the teaching of Finnish or Swedish, the official languages of Finland.

With this [publication](#) [the Integration Compass], we addressed the Finnish government and decision makers, the Finnish National Board of Education, the Ministry of Education and Culture, local education departments, and teachers of course.

We also want to speak out for teacher education. We have actively gathered information from individual teachers on their practices, experiences, and problems they have come across. We wanted to bring these issues to the public debate and to support teachers in their work with immigrants.” Päivi Lyhykäinen, OAJ Special Adviser for Education.



### OVER TO YOU

- Who are the actors in charge of the policy that you want to change?
- Where can you make the most impact?
- Are you able to formulate policy proposals? What do you need to get there?
- Are there policy consultation processes that you can respond to? Can you gain access to and comment on draft policy documents?
- Can you provide evidence to support your positions? Or counter-evidence to challenge the current policy?
- Who are the other actors trying to influence these policies? Are there possible synergies?

## c) Mobilising and campaigning

Campaigning about the education of refugees and migrants and mobilising the broader community helps you to broaden your audience and raise awareness about migrants' rights. It also raises the profile of education unions as actors setting the political agenda and influencing the direction of public debate.

Campaigns can take different forms according to your objective and the people you want to target and mobilise: marches and rallies, public events/performances, online campaigns, petitions and open letters, etc.

If you want to be successful in your campaigning activities, you must build alliances and mobilise partners.

You will find natural allies within the education community, amongst parents and students.

### The Federación de Enseñanza de Comisiones Obreras (FECCOO) develops awareness-raising activities with local communities

In Mislata (Valencia, Spain), during the schoolyear 2016-17, the union collaborated with a local school, IES La Morería, in a "photocall" initiative. In this, students were given the opportunity to reflect on what it might be like to be a refugee, by putting on a life jacket and trying to express what they would feel if they had to flee their homes and their countries, risking their lives and leaving everything behind, including school experiences that can hardly be recovered. Through this activity, students got information, reflected, and debated about the rights of refugees and forcibly displaced persons. The entire school community participated and the project team is now implementing similar activities outside the school, to multiply its impact on the broader local community.

### Building new alliances

You should also identify possible partners beyond the usual channels, not necessarily focusing on education issues:

- In Italy, UIL-Scuola has signed a memorandum of understanding with the **UNHCR** office
- In the UK, the National Association of Schoolmasters Union of Women Teachers (NASUWT) has partnered with **Citizens UK**, a charity specialising in community organising
- In Australia, the National Tertiary Education Union (NTEU) joined forces with the **Academics for Refugees' network**
- In Germany, the Bremen state branch of GEW collaborates with the local refugee council (**Flüchtlingsrat Bremen**)



## 3 - Empower and support school communities

One of the primary aims of unions is to provide services to members and strengthen the profession. Administrative and teaching staff are at the frontline when it comes to integrating newcomers in education and they must be supported in this task. Evidence shows that professional development of staff is crucial to prepare schools to welcome newly arrived children in the best possible conditions. All around the world, unions have played a key role in equipping schools and staff and providing them with opportunities to build supportive environments in relation to enrolling newcomers and building bridges with migrant families and communities.

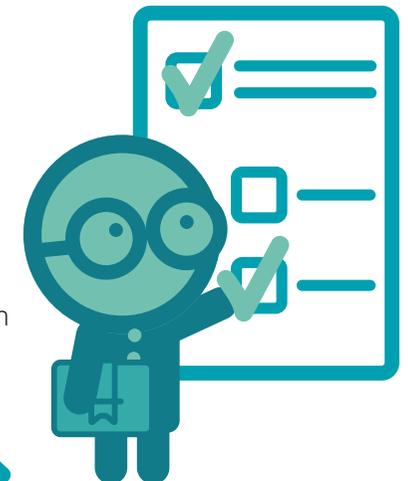
### a) Professional development

In many countries, unions contribute significantly to designing and sometimes delivering initial and in-service training programmes for administrative and teaching staff.



#### CHECK-LIST OF THINGS TO CONSIDER

- Do the curricula of initial teacher training programmes adequately provide the knowledge and skills needed to integrate newcomers in education?
  - Classroom management
  - Pedagogical skills and supports
  - Assessment
  - Linguistic skills
- Are in-service training opportunities focused on teaching/enrolling newcomers available to all categories of staff in the school?
  - Teachers
  - Administrative staff
  - Education support personnel
  - Social workers
  - Psychologists
- Are fast-track training pathways and special recognition procedures available to migrant and refugee teachers with foreign qualifications?





## UIL-Scuola developing pilot training programme to support teachers and administrative staff

In Italy, UIL-Scuola, in collaboration with its professional development training institute, the Istituto per la Ricerca Accademica, Sociale ed Educativa (IRASE), developed in-service training programmes for administrative and teaching staff working in pre-primary, primary, and secondary schools, as well as adult learning centres enrolling significant numbers of unaccompanied minors and young refugees.

At pre-primary and primary levels, a 30-hour module focuses on setting up “welcome commissions” at school level – these commissions comprise administrative staff and teachers equipped with linguistic skills and multilingual administrative forms. Tutoring activities were also developed for teachers welcoming a high number of migrant children in their class, to develop peer-to-peer learning/support and provide a space for discussing challenges and intercultural “stress”. The project also tested the intervention of cultural mediators who could establish trustful relationships with migrant communities and families. During the second phase of the project, teachers were trained to teach Italian as a second language and adapt their teaching methods to non-native students. Finally, the third phase of the project consisted of classroom-based activities, building on the outcomes of the previous phases.

At secondary level, teachers benefitted from a 30-hour training module to develop their understanding of multicultural environments, and experiment with models and strategies to improve the initial assessment and integration of newcomers and related classroom techniques.

In adult learning centres, the training and tutoring activities focused on challenges related to intercultural and interreligious communication, in order to facilitate interaction between students and teachers and amongst students in the classroom.



## In Germany, the GEW promotes the integration of refugee teachers

“At state level, GEW branches in Hamburg and Berlin have established support programmes for the professional integration of refugee teachers.

The refugee-buddy programme in Hamburg is named ‘Here to participate!’ and aims to bring union members and refugee teachers together to facilitate professional exchange and co-operation. It addresses refugees in different languages and provides information and contact references regarding the recognition of foreign degrees and work permits in Germany. It has organised information events about teaching observation.

In Berlin, the GEW state branch established a similar project named ‘Peer-Up’. It also regularly invites their members to establish a peer-to-peer network with qualified refugees who want to work in the educational sector.”

*Vogel D. and Stock, E. (2017). Opportunities and Hope Through Education: How German Schools Include Refugees.*

### LANGUAGE SUPPORT FOR ADULT REFUGEES: A COUNCIL OF EUROPE TOOLKIT

The Council of Europe has developed a toolkit available in 7 languages (English, French, Dutch, German, Greek, Italian and Turkish) designed to assist organisations and individuals providing language support for adult refugees. The toolkit includes different tools that can be downloaded and adapted to meet the needs of different contexts:



<https://www.coe.int/en/web/language-support-for-adult-refugees/home>

## b) Tools and resources

Through interaction with school communities, local and migrant communities, grassroots union members and local activists can have a multiplying effect in terms of promoting mutual understanding, fighting xenophobia, and challenging narratives hostile to migrants. Unions can develop resources and platforms where teachers can find support to address aspects related to migration and forced displacement in their classrooms and schools.



### EXAMPLES OF ACTIVITIES

- Artistic workshops using non-verbal supports: dance, music, painting, theatre
- Cooking workshop
- Poetry competition
- Literature circles
- Film clubs

### IDEA

To maximise the impact of these activities, **open them up to the local community:** migrant and local families, community organisations, municipalities, local NGOs, etc. If relevant, you can organise a public celebration, a street performance - make the activities open to the public when possible.

### KEY THEMES TO SENSITISE STUDENTS ABOUT

- Challenge the refugee “crisis” narrative: **real facts and figures**
- Refugees and migrants have **rights** that are protected under international law
- **Refugees and migrants:** the complexity of factors behind migration influxes
- The **positive contribution** of migrants and refugees to society: examples of Nobel prizes, etc.
- **Emigration history** of developed countries (e.g. Ireland, Italy, etc.)



## SNUipp-FSU's booklet fights prejudice against migrants amongst elementary aged children

The French union SNUipp-FSU representing staff in pre-primary and primary education, collaborated with the NGO, Solidarité Laïque, and the national parents' association, FCPE, to develop a child-friendly booklet, entitled *"We're above all children: stop false myths about migrants and refugees"*.



The objective of this publication is to improve inclusion by informing and sensitising elementary aged children and their families about the real facts and figures concerning migration, migrants' - and especially children's - rights and, in particular, their right to education.

The booklet was developed with a team of partners contributing different perspectives and expertise. It was tested with children and finalised according to their feedback, to come up with a simple resource, that is easy for them to understand and useful for classroom activities.

An accompanying leaflet is available for parents and teachers willing to deepen their knowledge of the essential concepts, procedures, and actors involved in refugees' and migrants' integration.

Audiovisual material is also available to present the project to a broader audience online and in training activities directed at grassroots members.



## WHERE TO FIND RESOURCES AND IDEAS

- The NEU-NUT's website hosts an [online hub](#) compiling classroom resources, booklists for primary and secondary teachers and useful websites about refugees. All the resources have been developed, previously used, and shared by teachers for teachers.
- A [UNHCR portal](#) lists pedagogical resources, available in several languages, to teach and sensitise students about refugees and their rights.
- The EI portal, [www.education4refugees.org](http://www.education4refugees.org), also features resources developed by unions from around the world.



## In Badalona, Spain, literature workshops engage with refugee parents



FECCOO supports integration activities for migrant children and families in Badalona, Spain, to create the best school environments that are

conducive to the integration of all children and that accommodate all migrants, displaced persons, and refugees.

In particular, one activity - a workshop on linguistic competences and on developing reading skills - led to a storytelling one-day marathon in one school. Mothers were invited to share experiences and stories from around the world in their mother tongue: Arabic, Russian, Urdu, Portuguese, Chinese ...

## c) Promote welcoming environments

Providing training opportunities to staff, organising intercultural activities inside the school, engaging with migrant and refugee parents and local communities, developing teaching resources about refugees' rights - these all contribute to creating welcoming school environments for newly arrived children and their families. Unions can encourage schools to take this a step further and develop a more systematic approach to welcoming refugee children, incorporating all these activities into a strategic "welcome plan".

### FOOD FOR THOUGHT

The NEU-NUT *"Welcoming Refugee Children to Your School"* guide provides information and guidance about ways in which you can create a refugee-friendly school, make an accessible curriculum, and think about some principles of effective practice.



### Being accredited as "refugee welcome schools"

In the UK, NASUWT partnered with the community organisation, Citizens UK, in Cardiff and Birmingham to develop a "refugee welcome schools" accreditation scheme. This aims to capture existing work and to challenge schools to think about what more they could do to support refugees to settle into the education system and local communities.

The accreditation scheme aims to recognise schools that have made a commitment to welcome refugees in their institution and community, educate all their pupils and staff about the importance of refugee protection over the course of a year, and participate in campaigns to improve the lives of refugees in the UK.

To become a Refugee Welcome School, schools should provide details of a

Refugee Welcome Plan, a Refugee Awareness Plan, and a Refugee Action Plan that will be examined by a Refugee Welcome Schools Panel, made up of teachers, educationalists, trade unionists, children, and refugees themselves.

Accredited Refugee Welcome Schools are encouraged to display their accreditation certificate prominently and are welcome to use the logo on materials.

Both organisations have jointly produced a ***"Refugee Welcome School Support Pack"*** to provide information and assistance to schools willing to apply and become part of the Refugee Welcome Schools Network.



## SCHOOL PLANS

### REFUGEE WELCOME PLAN

=

The practical steps your school will take and the systems you will put in place to ensure that refugee pupils and their families receive a warm and generous welcome in the school and the wider community.

#### Examples:

- A buddy system for all newly arrived refugee pupils
- Considering parents of refugees for teaching assistant or other staff roles
- Hosting a welcome celebration and engaging the wider community

### REFUGEE AWARENESS PLAN

=

How you will ensure all the staff and pupils at your school are educated about the importance of welcoming refugees, and how you will incorporate learning about refugees into the curriculum and broader life of the school.

#### Examples:

- Using Refugee Week as an opportunity to theme assemblies for every pupil
- Assign a class to make posters about welcoming refugees for display in the school
- Identify parts of the curriculum within which pupils could learn about refugee protection
- Engage with staff to encourage participation among teachers and support staff

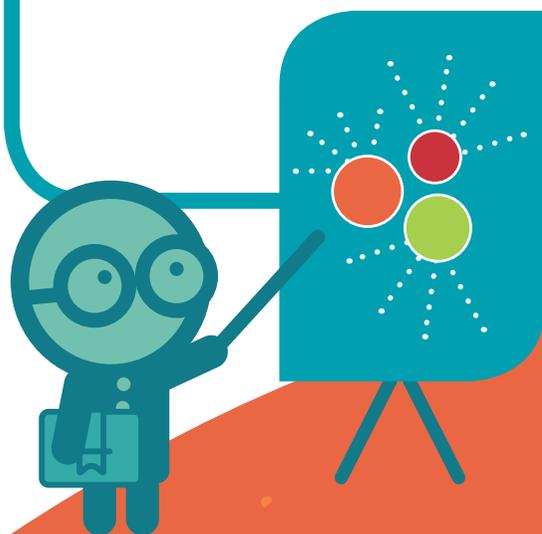
### REFUGEE ACTION PLAN

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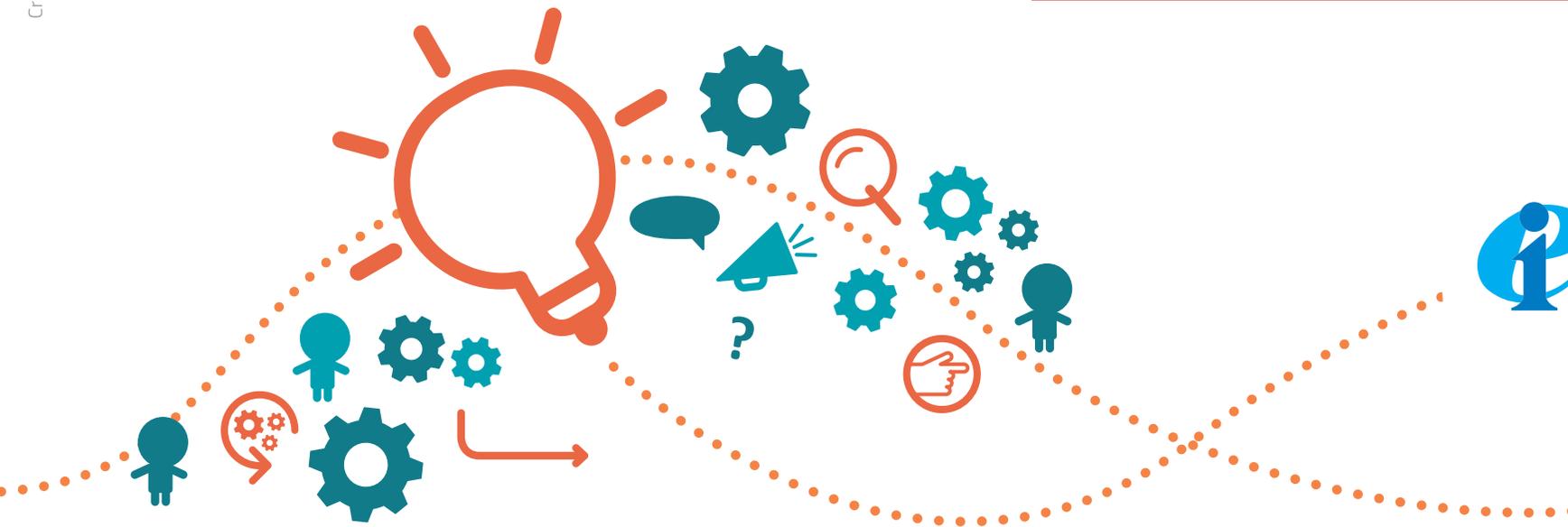
How the school will engage with the wider community and refugee families to identify social injustices facing refugees in the local/national context and take action to campaign for change.

#### Examples:

- Run a 'listening campaign' to identify problems for refugees in your area
- Campaign for refugees with teaching backgrounds/aspirations to be supported to develop their career
- Join a local citizens' alliance, and support efforts to resettle more Syrian refugees, such as through Community Sponsorship



# Promoting integration of migrants and refugees in and through education



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