

***Responding to Early Childhood
Education and Care Needs of
Children of Asylum Seekers
and Refugees in Europe
and North America***

Webinar

April 12, 2018



Logistics

- Slides and audio from today's webinar will be available at: <http://www.migrationpolicy.org/events>
- If you have any problems accessing this webinar, please contact us by email at events@migrationpolicy.org or call +1-202-266-1929.
- Use Q&A chat function on the right of the screen throughout webinar to write questions.
- Or send an email to events@migrationpolicy.org with your question. Or tweet questions to @MigrationPolicy #MPIdiscuss



Presenters



Margie McHugh, Director, National Center on Immigrant Integration Policy, MPI



Maki Park, Senior Policy Analyst, Migration Policy Institute



Anna Österlund, Head of Unit for Teaching and Learning for New Arrivals, Swedish National Agency for Education



MPI National Center on Immigrant Integration Policy

Primary Areas of Work:

- *Education and Training:*
 - *Early Childhood*
 - *K-16*
 - *Adult Education and Workforce Development*
- *Language Access and Other Benefits*
- *Governance of Integration Policy*
- *International Initiatives*

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Context for Today's Release



RESPONDING TO THE ECEC NEEDS OF
CHILDREN OF REFUGEES AND
ASYLUM SEEKERS IN EUROPE AND
NORTH AMERICA



By Maki Park, Caitlin Katsiaficas, and Margie McHugh



TRANSATLANTIC FORUM ON INCLUSIVE EARLY YEARS
INVESTING IN THE DEVELOPMENT OF YOUNG CHILDREN FROM MIGRANT AND LOW-INCOME FAMILIES

- ***Transatlantic Forum on Inclusive Early Years (TFIEY)***
 - *A consortium of 13 European and U.S. funders focused on improving high-quality ECEC services for migrant children*
 - *Convened by the King Baudouin Foundation*
 - *Resources and output from past meetings available at:*

<http://www.europe-kbf.eu/en/projects/early-childhood/transatlantic-forum-on-inclusive-early-years>

www.migrationpolicy.org/integration

<http://bit.ly/2ececra>

- ***Executive Summary available in Dutch, French, German***



Maki Park



Maki Park is a Senior Policy Analyst at the Migration Policy Institute's National Center on Immigrant Integration Policy, where her work focuses on early childhood policies affecting children of immigrants and Dual Language Learners (DLLs) from birth to age 8 in the United States and internationally.

Previously, Ms. Park worked as Director of Outreach and Program Manager at WorldTeach, based at Harvard's Center for International Development, where she oversaw recruiting and admissions operations and managed the organization's program in Guyana. She has also worked as an education consultant in Malawi and served as a Peace Corps Volunteer in Turkmenistan.

Ms. Park holds a master's in international education policy from Harvard University's Graduate School of Education, and earned her bachelor's degree with a double major in French and government with a concentration in international relations from Cornell University.



Nine Countries Included in Study

Focused on challenges and promising practices in mainstream ECEC services in:

- ***Belgium***
- ***Canada***
- ***Italy***
- ***Germany***
- ***Greece***
- ***The Netherlands***
- ***Sweden***
- ***Turkey***
- ***United States***



With thanks to our in-country consultants: Thalia Dragona, Christa Preissing, Viviana Premazzi, Dogus Simsek, and Ankie Vandekerckhove



Migration Trends

- ***Extraordinarily high levels of displacement across the globe in 2015 and 2016: EU Member States received 1.26 million first-time asylum applications in 2015 and 1.21 million in 2016***
- ***Substantial increases in asylum applications during this period in U.S. and Canada as well***
- ***Stress and backlogs in asylum and reception systems across many countries***
- ***Numbers have since decreased dramatically – the sense of crisis has subsided, but forced displacement will inevitably continue***
- ***A massive integration challenge; ECEC systems can play significant roles in aiding integration***



The High Value of ECEC Services for Asylum-Seeker and Refugee Families

- *The early years are a critical period of socioemotional, cognitive, and brain development*
- *Establishing a strong foundation for school and future success reduces need for costly interventions later*
- *Exposure to trauma, stress, and hardship pose risks that can be mitigated through high-quality services (research has proven benefits to interventions in non-clinical settings)*
- *ECEC also represents a critical integration tool: supporting holistic services for families, promoting integration goals and social cohesion*
- *ECEC services are well-placed to reach and impact whole families, not only young children*



Research Findings: Key Challenges

- *Country-wide responses to the ECEC needs of young refugee and asylum-seeker children have been extraordinarily weak, with national responsibility and accountability largely lacking.*
- *While ECEC programs recognize the importance of providing trauma-informed care, training and resources to provide this kind of support are almost universally unavailable.*



Research Findings: Promising Practices

- *Providing systematic support for local governments and ECEC programs as they build their capacity to meet the needs of children from refugee and asylum-seeker families. Key supports include expanded service slots, language support, and tailored workforce training and parent mentor programs.*
- *Serving young refugee children alongside their native peers in mixed classrooms to prevent segregation and promote social cohesion.*
- *Forging interagency and community partnerships to encourage collaboration and cooperation.*



Anna Österlund



Anna Österlund is the Head of Unit for Teaching and Learning for New Arrivals at the Swedish National Agency for Education.

She has served in that position since 2016, directing the unit's work on targeted interventions for improving the education of new arrivals, through both teaching practices and learning methods.

From 2009 to 2016, she worked as a director of education at the Swedish National Agency for Education.

She began her career as a teacher in 1999 and taught in the classroom until 2005. She then worked as a school director and at the university level. She has focused on language learning methods throughout her career.

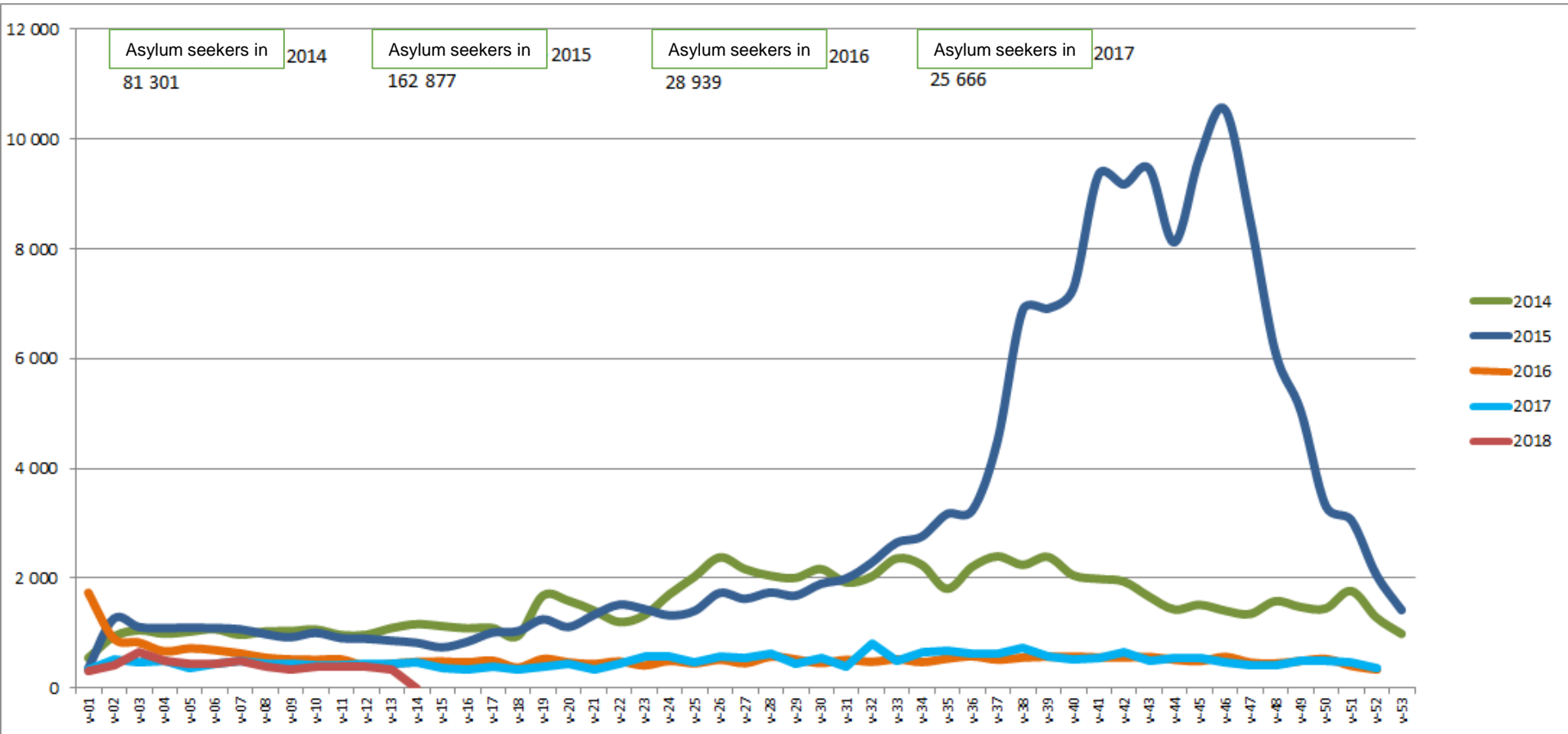


Promising policies to improve services for young refugee children in Sweden

Webinar 2018-04-12

Skolverket

Number of asylum seekers in Sweden 2014-2018



Mother tongue education

- *Pre-school will contribute to make sure that children with a mother tongue other than Swedish have the opportunity to develop both the Swedish language and their mother tongue.*
- *A student who has a custodian with a mother tongue other than Swedish shall be offered mother tongue education in this language if:*
 - 1. The language is the student's daily language of communication at home, and*
 - 2. The student has basic knowledge of the language*
(Compulsory school)

General offers for pre-schoolers and professionals

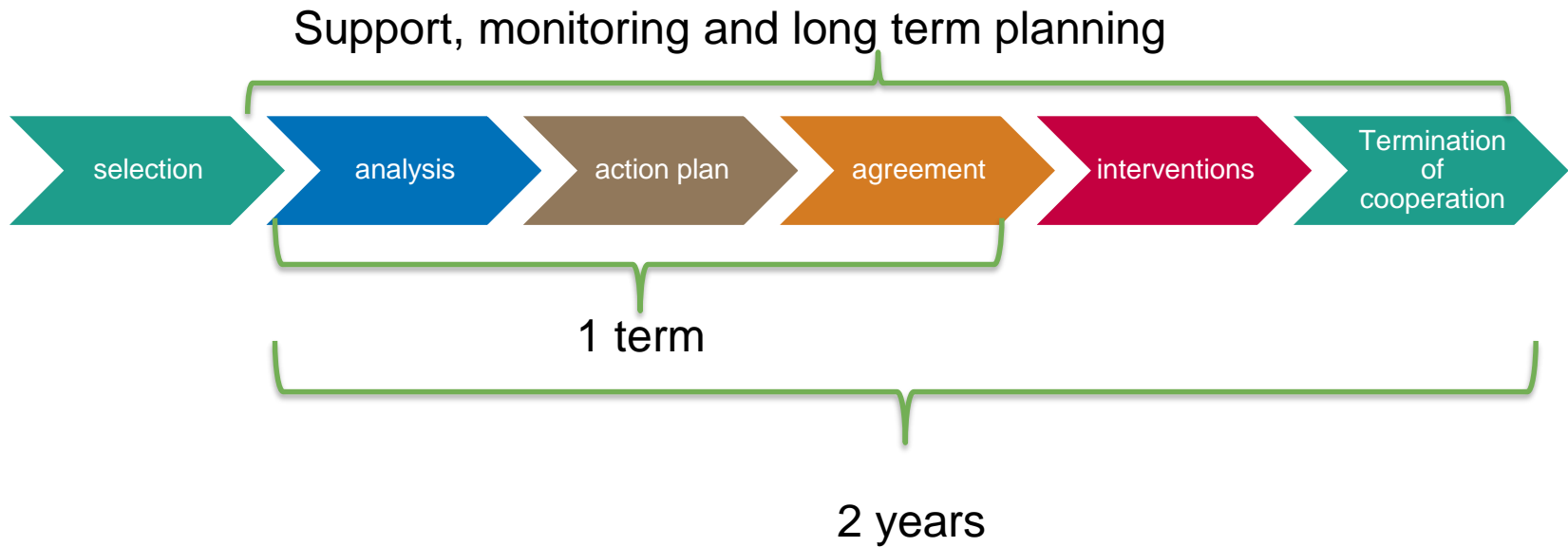
- Pre-school is offered for all children from 12 months of age if the parents are working or studying and from 3 years of age if parents are not working or studying.
- Municipalities often offer "Open preschool" for stay at home-parents and their children, sometimes also special open preschools for refugee children and their parents.
- Free access to support materials and in-service training/collaborative learning, regarding quality aspects, multilingualism, language development, the literacy boost

Aims for the National Agency for Education

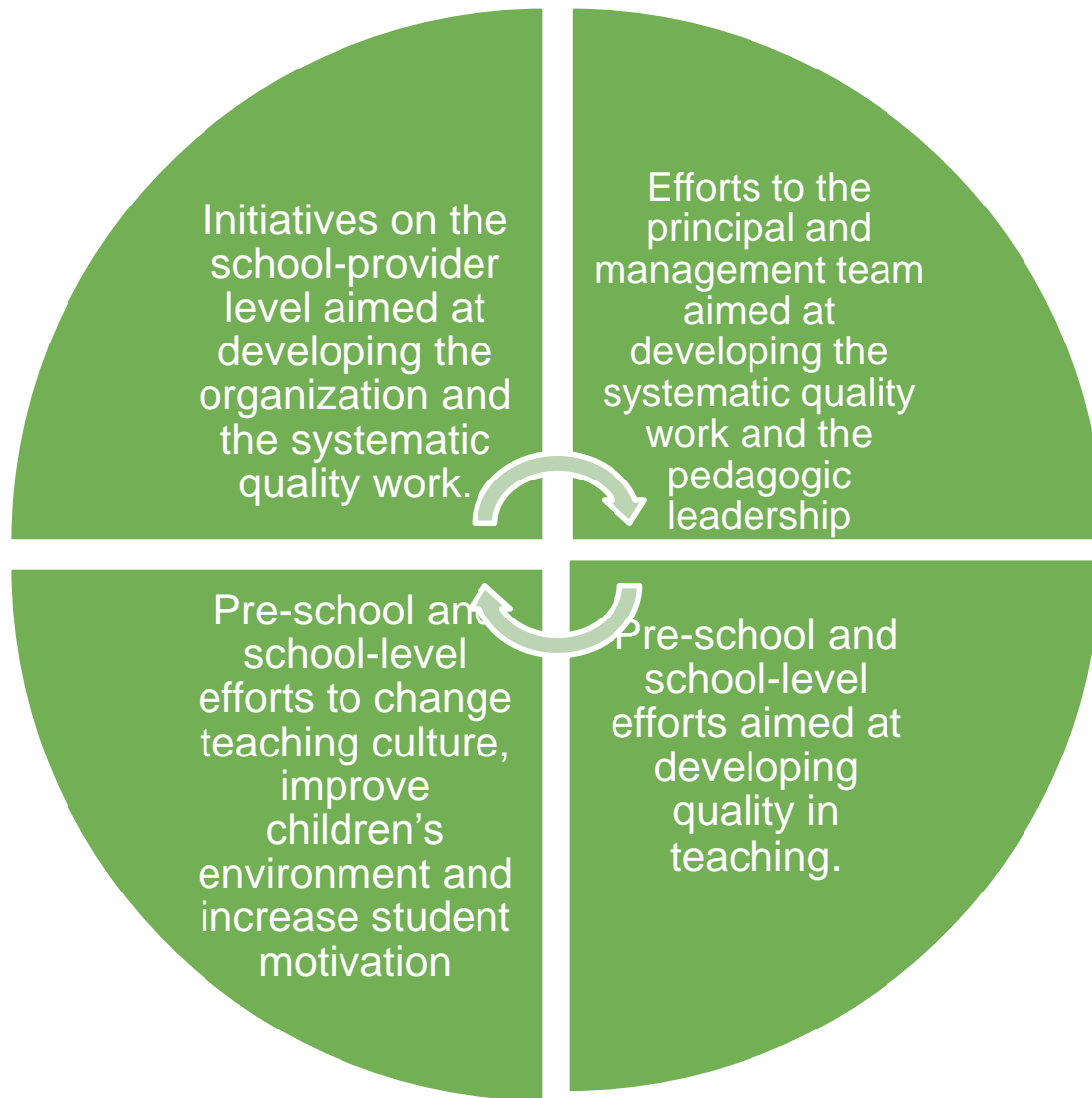
- "... to make interventions to improve the quality of education for newly arrived students and the needs of pupils with mother tongue other than Swedish"

.... "Carry out systematic efforts to strengthen school providers and principals' ability to offer the newly arrived children/students an education with high quality and equity with the goal of improving the conditions for good learning outcomes for these students"

Targeted interventions



Identified needs

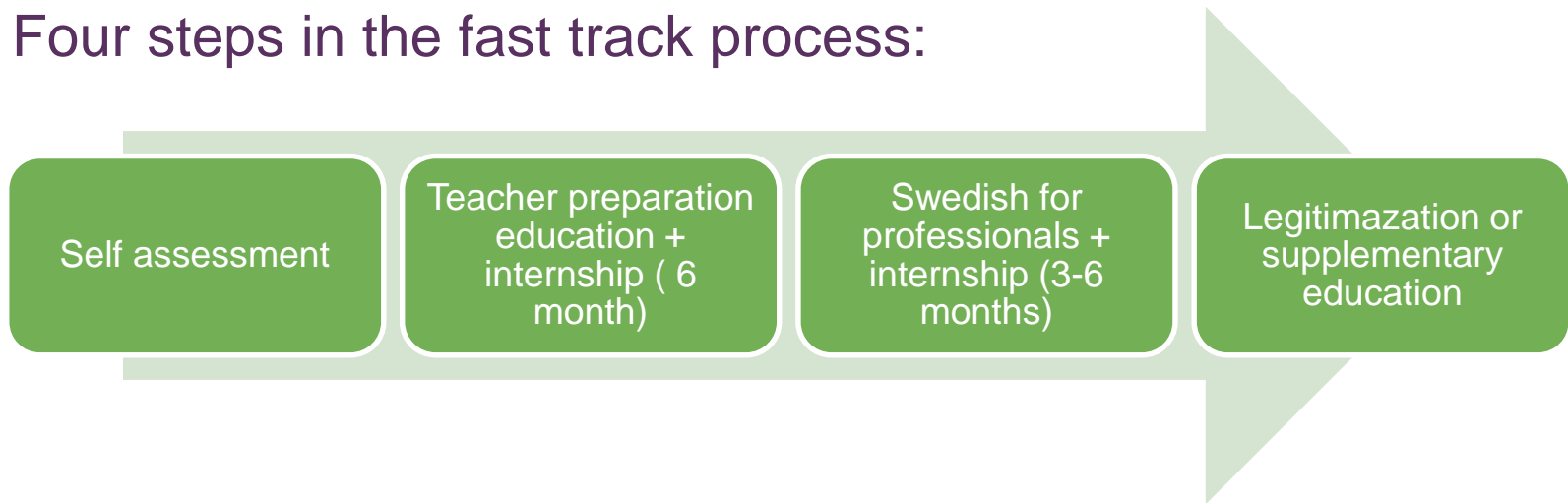


Results

- No guaranteed results yet.
- Survey responses show a high level of satisfaction and good effects.
- The continuous monitoring and follow-up show early effects and some municipalities claim that the pre-schools have developed particularly well.
- Some worries regarding the long-term perspective.

The fast track initiative

- Aims to accelerate the establishment in the labor market for newly arrived teachers and to increase the numbers of competent teachers in Sweden.
- The public employment service is the responsible authority.
- Four steps in the fast track process:



Results (May 2017)

- 3,540 persons have started one of 13 fast tracks since 1 January 2016. (1,072 women and 2,468 men.) The numbers increase by the month.
- About 33-52% of the attendees are employed after about 12 months in the fast track.
- The fast track for teachers includes (Feb.16) 764 persons.



Thank you for your attention

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Skolverket



Q & A

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<http://bit.ly/2ececra>

Responding to the ECEC Needs of Children of Refugees and Asylum Seekers in Europe and North America

By Maki Park, Caitlin
Katsiaficas, and Margie McHugh

This report explores the findings of a nine-country study of ECEC policies and practices designed to serve young children of refugees and asylum seekers.

It draws on fieldwork conducted in Belgium, Canada, Germany, Greece, Italy, the Netherlands, Sweden, Turkey, and the United States—major host countries with varied refugee and asylum-seeker populations, migration-management policies, and ECEC systems—to highlights both common challenges and promising practices.

A summary of the report is available in French, German, and Dutch.



Thank You For Joining Us!

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