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**MASS MIGRATION IN AND OUT OF EUROPEAN BORDERS,
A NEW CHALLENGE FOR EUROPE ?**

First I wish to remind you the UN Declaration for Refugees and Migrants on 19th September 2016 which protects the rights of refugees and migrants. But the reality stated by the « European Association of former Members of Parliament of the Member states of the Council of Europe » in Lyon: Conference (11/10/2016) : « Challenges of Immigration », is different :

« The recent flow of refugees and migrants found Europe unprepared and nothing had been done to elaborate and implement a comprehensive and coordinated plan for confronting the compound immigration problem ».

What is the real situation in the different european countries ?

FRANCE :

France it's not the first host country in Europe. Switzerland, Austria, Germany, Spain, etc. are far for it.

Concerning children : according to international law, undocumented migrant children in an irregular situation should be « first, fore most and only a child ». « He or she is entitled to all rights of a child, guaranteed by the U. N. Convention on the Rights of the child and other international human rights instruments ».

Consequently the french law demands registration of all immigrants, migrants, asylum-seekers and refugees children from 6 to 16 years for school without administrative control of the legal presence of the parents in the country. This even if their residence papers are not in order.

The role of the public school is to assure a good knowledge of the French culture, customs, the history of France, the citizenship for everybody, even if the child comes from a foreign country. It's not the same in the U.K. and Germany.

The first measures at level of each town were :

- *The measure C.L.I.N. (Inclusion Classes)* Teachers are specially educated to teach French to the migrants children in two years. Then they can go to a normal class.
- *The measure P.R.E. (Programme of Educational Success)* : a law of social cohesion. This plan is financed by the City council and the Ministry of National Education.
- *The measure E.C.L.A.I.R. (Primary school, School 11-15, Secondary school, Ambition, Innovation, Success)* for parents and children :

- Parents : the programme is teaching them to read and to write the integration language first, and then the French culture and the values of the Republic.

- Children : E.C.L.A.I.R. takes care of them after 4. p.m. with remedial classes, culture and sport.

Education, courses :

- *The CASNAV (Academic Center for the Attendance at school of New arrivals and Travellers)*. It is in charge of the E.A.N.As (Allophone New arrivals Pupils).

Definition of these pupils : Children who are from 6 up to 18 years old, coming from foreign countries and having arrived less than one year ago or two, on condition that they have not been to school previously and they are old enough to integrate the « Collège » or the new « Cycle III of the Elementary school »(reform 2016)

- *The U.P.E.A.A. (Educational Unity for Allophone New arrivals Pupils)* defines programme of teaching.

From 6 to 11 years old, the children, named also « Primo new arrivals », go to the normal Primary school (called for them « normal classes »). If they meet problems with French, they have to go to a FRENCH CLASS specially created for them with intensive course.

In the « normal class » they are taught part time, they attend only lessons where they don't need to speak French perfectly, like sport, music and so on. The rest of time they learn French. This system can also exist in the High school (up to 18 years) after the « Collège » (11 to 15 years).

All these classes are called « classes of the hope ». These children can have also lessons in Arabic, Turkish, Spanish etc. and about their own culture.

The teachers are normal teachers, but they received a specific training with at the end a certificate from the C.A.S.N.A.V.

Parents have interpreters to know the schools results of their children.

The system seems to be good, but the reality can be different and disappointing. The young people are not carefully monitored. They don't go to school every day. They don't attend the French class regularly. The parents don't encourage them to be hardworking pupils. Perhaps is the French teaching to academic ?

Important associations try to help these children. Students, teachers help them also at midday or in the evening to acquire the common base of competences and knowledge.

In fact, it depends on the district, the town, and the will of the immigrants.

What a migratory politic for 2017 in France ?

France has accepted 351700 new asylum-seekers in 2016 and has given 225000 residence permits.

Xavier Bertrand, the President of the Région « Les Hauts de France », is waiting for « action » from the new French President. The problem of Calais has to be solved quickly. Emanuel Macron seems to be all in favour of a renegotiation of the agreement signed in Le Touquet which fixes the British border in Calais.

The camp of Grand-Synthe where 1400 migrants lived, burned down in April.

In Mai 1600 of refugees were evacuated from the Porte de la Chapelle in Paris, because it was insalubrious.

These people live all over the place where it's possible : in parks, everywhere they can put up a tent. This situation has gone on far too long.

France has to take action against these excesses.

UNITED KINGDOM :

« Great Britain is a magnet to migrants, qualified or not »

- Immigration increases the number of potential users of *Publics Services*. The newly arrived are young. They might have children and rely upon maternity care and education.

However migrants contribute to the provision of Publics Services in two main ways : by paying taxes and as workers.

- Impacts on the *labour market* :

On account of their weak skills, the migrants are orientated towards unskilled jobs. There are potential benefits especially to fill the gaps where there is a shortage of workers, whether high or low qualified.

There are now 43 areas short of work force. In the medical sector the demand is very high. So competences of migrants should be checked upon arrival to find if they meet the needs of the country.

Impact on *education* :

300 languages are spoken in one of nine state schools in the U.K. ! New measures are proposed as to introduce classes teaching English as a second language. In fact there are not enough schools.

This situation may be detrimental to native English speaking pupils. It's a very negative impact of immigration. Hence the necessity to reduce the number of migrants.

- Impact on *social cohesion* :

The problem of impact of mass migration is controversial. The Adam Institute concluded that migrants bring advantages in terms of culture and help developing tolerance. But many people disagree with such conclusion. David Davis says : « Mass migration is a threat to Britain ».

MALTA :

In the last decade, Malta received 18000 migrants, mainly African people. 2000 have been relocated in the United States and in the European nations.

They come from Somalia, Eritrea after they having paid a fee of 700Euro to the smuggler and to travel during 15 days by truck and on foot across the Sahara.

Prime Minister Joseph Muscat rejects a great number of these immigrants. The European Union is taking a stand against these push-backs planned by the government. The migrants are sent in detention centres surrounded by 200 foot high barbed wire fences where they live during 18 months. Afterwards they live in government-run hotels and overcrowded rented houses. Very few are sent back.

None of them can speak Maltese. Many of them don't know English. In reality very few of them would like to stay in Malta. They try to reach the Mainland Europe where jobs prospects might be better. Many tend to occupy low level jobs and accept poor working conditions and low pay.

The immigrants have caused a surge in the labour supply which Malta cannot absorb.

Various ORGANIZATIONS try to make migrants get closer to the society :

- *Foundation for Shelter and Support to Migrants* :

It's aim : to provide shelter, support services, basic education, employment etc.

- *Integra Foundation* :

To develop educational approaches

- *Get Up Stand Up* :

To teach English. To facilitate social change, tolerance.

SWEDEN :

In 2015 Sweden had 163000 immigrants, refugees, migrants seeking asylum. 70000 of whom are children. A third of them is in need of advanced medical and psychiatric care, others suffer from tuberculosis, hepatitis A, B, C, polio, dysentery, measles and multiresistant infections.

Many of them lack basic education or are illiterate. They are supposed to attend special languages classes, but they are placed directly into schools for natives without any knowledge of the language. Consequently, after living here for more than 20 years many migrants cannot speak or understand Swedish.

Generally it takes more than one year to get a residence permit, and at least 7 to 10 years to get employed and integrated into the society. They will probably never return to the country where they were born.

50% lacks protection according to the Refugee Convention.

NORWAY :

In 2015, 31145 asylumseekers arrived in Norway with only 5 millions inhabitants, from Syria, Afghanistan, Somalia, Ethiopia. The socioeconomic consequences in the labour market are negative.

However these migrants go to school, learn the language, also values as human rights, gender equalities, the rule of law, legal studies, dresscodes. The results are good : 70% of men have gone on to jobs and studies. 50% of women are either in job/ studying one year after completing the program.

SWITZERLAND :

Many Eritrean men. They are clean and hardworking. They make efforts to attend German courses, but are too old to do apprenticeships and are academically weak.

If they get permits to stay, they are badly paid and have no idea how high Swiss wages are.

AUSTRIA :

*President of National Education and Employment Commission, **Maria Graff**, wishes to present the work of the Austrian commission and her report **personally** in Prague.*

Only a few remarks :

In 2015 :

The Austrian state has to take care for an education under control until the 18th birthday. It's very important for Austria, « to educate proper ». The schools are working on more autonomy. They need a compulsory kindergarten from 3-6 and a all-day-school-system for refugees so that they learn the language and the behaviour in the country.

What suggestions about a way forward ?

United Kingdom referred first to the difficulty to propose some solution not knowing what the new government policy will be out of the E.U.

- According to the different reports, a control of the migrants, when it's possible, is necessary.
- Each country wishes to keep the national european standards regarding education, values, culture, competence and skills. To learn and to know the language of the country where they live is absolutely necessary for the refugees. It's a priority.
But even if the governments have set up a rigourous and structured system, the results can be disappointing.
- Let's not forget the role of the NGOs in helping authorities to provide them medical health care, house and the national language teaching.
- It's very important that the countries of the E.U. adopts a common position and they find a status for the migrants very quickly.

In conclusion we agree with the declaration of the « European Association of Members of Parliament of the Member states of the Council of Europe » : « Immigration can open opportunities, but only if the challenges are successfully addressed and decisions and laws are implemented. We need strong democratic states with efficient institutions and good governance »

