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ETUCE's views on

Public consultation on "EU funds in the area of migration"

Adopted in the Bureau meeting on 27th February 2018

Context and purpose of the consultation:

The European Commission launched on 10 January 2018 a public consultation on "[EU funds in the area of migration](#)". The consultation is focused on the next financial programmes related to Migration for the post-2020 Multiannual Financial Framework.

The consultation is an [online survey](#) available in all EU official languages until **8 March 2018**.

ETUCE member organisations are invited to use this ETUCE paper as a guidance for their replies to the questionnaire and to add relevant remarks within their national contexts and from their own views and experiences. Likewise, this paper must be considered the ETUCE's response to this consultation and therefore should be taken into account in the Commission's survey results and related report.

Proposed replies to the main relevant EU-level consultation questions:

Question 28: Policy challenges in the area of migration on EU level:

Very important: Ensuring solidarity with Member States facing the greatest migration pressure; meeting the reception needs of asylum seekers, refugees and other migrants; strengthening and developing the Common European Asylum System; Resettlement of refugees from outside the EU into the EU; enhancing legal migration to Member States; engaging with countries outside the EU to stem irregular migration, including tackling smuggling networks; and support the work of Member States to accept and integrate migrants into their societies

Rather important: Supporting strong and secure borders; and helping Member States to undertake fair and effective return of migrants into their countries of origin.

Other: Particularly relevant is the investment in teacher training on migrant education; academic mobility; educational integration of refugees and migrants into mainstream education systems; and quality and inclusive on migrant education.

Question 30: Degree of success of the current EU programmes and funds:

Fairly well addressed: Supporting strong and secure borders; and helping Member States to undertake fair and effective return of migrants into their countries of origin.

Addressed to some extent only: Ensuring solidarity with Member States facing the greatest migration pressure; meeting the reception needs of asylum seekers, refugees and other migrants; strengthening and developing the Common European Asylum System; Resettlement of refugees from outside the EU into the EU; enhancing legal migration to Member States; engaging with countries outside the EU to stem irregular migration, including tackling smuggling networks; and support the work of Member States to accept and integrate migrants into their societies.

Other: The current programmes and funds do not successfully [tackle the educational access of migrants](#); and do not provide the necessary support for teachers and educational staff in terms of appropriate teacher training, pedagogical advice and linguistic support; increasing diversity in the teacher workforce; as well as cooperation opportunities with the relevant

education stakeholders.

Question 34: Obstacles that prevent EU current programmes/funds from successfully achieving their objectives.

To a large extent: Limited scope of actions eligible for support; insufficient clarity of instruments; lack of flexibility to respond to changing circumstances; lack of critical mass to address the scale of needs; insufficient institutional capacity to manage the funds; complexity of rules and high administrative burden; difficulty in combining EU and national/regional interventions; insufficient focus on incentivising performance and results; and insufficient sharing of best practices.

Other: Lack of attention to the educational policies, in particular, the lack of prioritisation of investment in migrant education so as to guarantee an effective integration of migrants and refugees at all levels of education; to promote a more diverse teaching workforce and to prepare effectively teachers and educational staff to train and educate children, young and adult migrants and refugees within multicultural learning environments.

Question 36: Measures or steps that could help simplify and reduce administrative burdens for beneficiaries under current EU programmes/funds

To a large extent: Better defined and more focused funding priorities; wider scope for interventions able to be funded; simpler access to funding; clearer rules and simplified procedures; and more consistency between programmes and emergency funding.

To some extent only: Better interlinkages between migration and security investments.

Conclusion:

Questions 39-40: Position paper and additional comments or remarks

[Education is a fundamental human right](#). ETUCE is astonished to observe that the upcoming priorities in the EU investment policies on Migration focus on migration management and return, legal migration, coast guard measures and borders control and security, instead of promoting social inclusion and effective integration of refugees and migrants in our democratic and multicultural societies of today, in particular, the educational access and development of children, young and adult migrants and refugees into mainstream education system at all levels.

EU funding programmes should complement and strengthen coherence in investment policies in migration at national, regional and local levels.

EU investment and funding programmes must be at the core of a clear EU migrant education agenda for Europe, where quality and inclusive education for all is the fundamental principle

To ensure this, appropriate and sustainable investment and funds for migrant education must be provided so that education trade unions, teachers and educational staff can receive not only the adequate support and training on migrant education both in Initial Teacher Education and Continuous Professional Development, but also on other essential activities for quality and inclusive education for migrants and refugees, e.g. pedagogical training, linguistic support, psychosocial counselling and other didactic complementary actions. Furthermore, more diversity in the teacher workforce and the issue of online learning courses for inclusion purposes (e.g. MOOCs targeted to migrants) will be also challenges for the future EU finance of education that will need a special attention.

Finally, as regards the new EU funds for the proposed EU partnerships with some North-African countries and other international organisations, ETUCE recalls that the *principle of non-refoulement* is a binding international law principle which forbids a country receiving asylum seekers from returning them to a country in which they would be in likely danger of persecution based on "race, religion, ethnic or nationality, gender, sexual orientation,

political opinion or membership to a social group". In addition, potential further EU funds should be spent on measures looking at social integration and inclusive education, instead of instigating return, banishment, deportation and sanctions.

In conclusion, Education is a fundamental reception-condition for refugees, asylum-seekers and migrants which requires the utmost priority at the upcoming EU financing programmes and funds in the field of Migration.