

## **Children and Adolescents from a migrant background: *Integration and Education***

### **EXTRACTS FROM CONVENTIONS, RECOMMENDATIONS, RESOLUTIONS AND REPORTS**

Committee of Ministers (CM)

Parliamentary Assembly (PACE)

Congress of Local and Regional Authorities (CLRA)

***Compiled by the Language Policy Programme***

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[www.coe.int/lang](http://www.coe.int/lang)

The Council of Europe has elaborated standard setting instruments and recommendations which set out the principles governing actions in the migration field. These are complemented by language policy guidelines and reference tools developed to support their effective implementation in member states in an inclusive approach based on shared values and principles.

The Language Policy Programme has developed a range of resources as concrete support for member states. Issues related to integration and education of children and adolescents from a migrant background can be particularly found on the “Platform of resources and references for plurilingual and intercultural education” ([www.coe.int/lang-platform](http://www.coe.int/lang-platform)).

This document contains a compilation of texts from Council of Europe conventions, recommendations, resolutions and reports.

Language Policy Portal: [www.coe.int/lang](http://www.coe.int/lang)

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## **1. CONVENTIONS** [<http://conventions.coe.int>]

### **1.1 European Convention on the Legal status of Migrant Workers ECT 093 (24.XI.1977)**

The member States of the Council of Europe, signatory hereto, [...] have agreed as follows:

[...]

#### **Article 14 – Pretraining – Schooling – Linguistic training – Vocational training and retraining**

1. Migrant workers and members of their families officially admitted to the territory of a Contracting Party shall be entitled, on the same basis and under the same conditions as national workers, to general education and vocation training and retraining and shall be granted access to higher education according to the general regulations governing admission to respective institutions in the receiving State.
2. To promote access to general and vocational schools and to vocational training centres, the receiving State shall facilitate the teaching of its language or, if there are several, one of its languages to migrant workers and members of their families.

[...]

### **1.2 European Social Charter (revised) ECT 163 (3.V.1996)**

The governments signatory hereto, being members of the Council of Europe, [...]

Have agreed as follows:

[...]

#### **Part II**

The Parties undertake [...] to consider themselves bound by the obligations laid down in the following articles and paragraphs.

[...]

#### **Article 19 – The right of migrant workers and their families to protection and assistance**

With a view to ensuring the effective exercise of the right of migrant workers and their families to protection and assistance in the territory of any other Party, the Parties undertake:

[...]

11. to promote and facilitate the teaching of the national language of the receiving state or, if there are several, one of these languages, to migrant workers and members of their families;
12. to promote and facilitate, as far as practicable, the teaching of the migrant worker's mother tongue to the children of the migrant worker.

## 2. COMMITTEE OF MINISTERS TO MEMBER STATES [<http://www.coe.int/t/cm>]

### 2.1. Resolution (68) 18 concerning the teaching of languages to migrant workers

The Committee of Ministers,

[...]

Considering that some knowledge of the language of the reception country is indispensable both for the migrant worker's adaptation to and success in his new milieu and for his occupational training or further training;

Aware of the need to extend language teaching to the wife and children of migrant workers, bearing in mind, notably, that for children knowledge of the language is a pre-requisite for schooling in the new country;

[...]

Noting that for migrants language study is mainly a means to an end;

[...]

Invites member governments to:

[...]

(ii) provide wives and children of migrant workers also with special facilities for learning the language of the reception country, notably by the provision of courses corresponding to their special needs;

[...]

### 2.2. Resolution (70) 35 concerning school education for the children of migrant workers

The Committee of Ministers,

[...]

IV. Considering that efforts made by emigration and immigration countries to facilitate school education for the children of migrant workers will promote their adaptation or integration and consequently that of their parents;

V. Considering that in this matter close collaboration between the relevant departments of the European member States to promote educational and cultural integration is in conformity with the aims defined in Article 1 of the Statute of the Council of Europe,

Recommends that governments of member States:

A - Guarantee, by means of legislation or regulation, exercise of the right of migrant workers' children to school education;

B - Take appropriate measures for the attainment of the following objectives:

[...]

6. To promote, after a period of adaptation appropriate to each child, full integration into normal classes in order to develop mutual understanding;

[...]

10. To encourage migrant workers to take part in the life of their children's school;

11. To encourage and assist teachers in the countries of origin to follow courses in the receiving countries and vice versa, in order to promote understanding of the cultural and educational systems of these countries.

[...]

C - Report to the Council of Europe every four years on measures taken to give effect to this resolution.

### 2.3. Recommendation No. R (82) 18 concerning Modern Languages

The Committee of Ministers, [...].

[...]

Considering that the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding;

[...]

1. Recommends the governments of member states, in the framework of their national policies and systems, and national cultural development policies, to implement by all available means and within the limits of available resources, the measures set out in the appendix to the present recommendation;

#### *Appendix to Recommendation No. R (82) 18*

[...]

#### *D. Language learning by migrants and their families*

10. To promote the provision of adequate facilities for migrant workers and the members of their families:

10.1. [...] in particular to enable the children of migrants to acquire a proper education and to prepare them for the transition from full-time education to work;

10.2. to develop their mother tongues both as educational and cultural instruments and in order to maintain and improve their links with their culture of origin.

11. To promote the introduction and development of appropriate initial and further training programmes for teachers of languages to migrants, leading to recognised qualifications;

[...]

### 2.4. Recommendation No. R (84) 18 concerning the training of teachers in education for intercultural understanding, notably in a context of migration

The Committee of Ministers, [...]

[...]

6. Considering that flourishing relations in all fields require a fuller understanding of the cultures and ways of life of other peoples as well as, in the event of their common cultural heritage;

7. Considering that the presence in schools in Europe of millions of children from foreign cultural communities constitutes a source of enrichment and a major medium- and long-term asset, provided that education policies are geared to fostering open-mindedness and an understanding of cultural differences;

8. Considering the essential role of teachers in helping such pupils to integrate into school and society, as well as in developing mutual understanding;

[...]

10. Considering that, in order to fulfil this task, the training given to teachers should equip them to adopt an intercultural approach and be based on an awareness of the enrichment constituted by intercultural understanding and of the value and originality of each culture;

[...]

12. Considering, too, that teachers issuing from migrant populations are particularly suited to creating with their pupils an educational process which takes account of the interaction of the features of their cultures of origin and of their host milieu;

I. Recommends:

A. that the governments of member states [...]

1. make the intercultural dimension and the understanding between different communities a feature of initial and in-service teacher training, and in particular:

1.1 train teachers in such a way that they:

- become aware of the various forms of cultural expression present in their own national cultures, and in migrant communities;
- recognise that ethnocentric attitudes and stereotyping can damage individuals, and therefore, make an attempt to counteract their influence
- realise that they too should become agents of a process of cultural exchange and develop and use strategies for approaching, understanding and giving due consideration to other cultures as well as educating their pupils to give due consideration to them;

[...]

2. encourage the development and use of appropriate materials to support the intercultural approach in the training of teachers and in school in order to give a “truer” image of the different cultures of their pupils;

[...]

4. where appropriate, encourage the holding of national and international seminars and courses on the intercultural approach to education for teachers, teacher trainers, administrators and other persons involved in teacher-training, including welfare and labour officers who have close professional relations with migrant families;

[...]

## **2.5. Recommendation No. R (98) 6 concerning Modern Languages**

The Committee of Ministers, [...]

[...]

Recognising the progress which member states have made since its Recommendation No. R (82) 18 concerning modern languages, whose principles are today more important and more relevant than ever;

[...]

Aware of the dangers that might result from marginalisation of those who lack the skills necessary to communicate in an interactive Europe;

[...]

Recommends that governments of member states:

- [...] in accordance with their constitutional set-up, national or local circumstances and their education system, use every available means to implement the measures set out in the appendix hereto in their education policies and systems and their cultural development policies;

[...]

### *Appendix to Recommendation No. R (98) 6*

[...]

#### *A. General measures and principles*

1. Pursue education policies which:

[...]

1.2. develop learners' respect for other ways of life and equip them for an intercultural world, in particular through [...];

[...]

#### *F. Bilingual education in bilingual or multilingual areas*

22. Take the necessary steps, particularly - although not only - in bilingual or multilingual areas to ensure that:



[...]

22.2. there is parity of esteem between all the languages and cultures involved so that children in each community may have the opportunity to develop oracy and literacy in the language of their own community as well as to learn to understand and appreciate the language and culture of the other;

[...]

23. Continue to promote bilingualism in immigrant areas or neighbourhoods and support immigrants in learning the language of the area in which they reside.

[...]

#### *G. Specification of objectives and assessment*

[...]

29. Promote the development of varied forms of assessment and recognition of plurilingual competences which take into account the considerable diversity of needs, paying particular attention to the definition of objectives for partial competences and the assessment of their attainment.

## **2.6 Recommendation No. R (2000) 15 concerning the security of residence of long-term migrants**

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe,

[...]

Considering that security of residence of long-term immigrants is not only vital to their integration but also to social stability in the member states;

[...]

Recommends that the governments of member states apply the following principles in their law and administrative practice:

1. As regards the acquisition of a secure residence status for long-term immigrants

[...]

c.

A long-term immigrant should enjoy no less favourable treatment than that enjoyed, in accordance with the legislation of the member state concerned, by nationals of that member state with regard to:

[...]

- schooling [...];

[...]

## **2.7 Recommendation No. R (2003) 1596 concerning the situation of young migrants in Europe**

[...]

2. The Committee of Ministers agrees with the Assembly that the situation of young migrants deserves specific action on the part of the Council of Europe aimed at improving their current situation and consequently at enhancing social cohesion in member states.

[...]

5. Comments on the specific measures advocated by the Assembly, which are in many ways, in line with the activities of the Council of Europe, are included in Appendix 1.

### *Appendix 1*

Comments on the specific measures advocated by the Assembly

*With regard to paragraph 4ii (participation of young migrants), [...]. [...]* the role of education for the integration of young migrants are taken into account in youth sector activities, and for a number of years, the Directorate for Youth and Sport has organised training courses for minority youth leaders, largely issued from migrant communities. [...]

[...]

*Concerning paragraph 5iv (guidelines for the integration programmes),* the Committee of Ministers notes that the Assembly recommendation is in line with the Council of Europe integration policy published in 2000 in the report “Diversity and Cohesion: new challenges for the integration of immigrants and minorities in Europe”, in particular regarding the principles enumerated in 5iv [...] d (language and education), [...].

*Concerning paragraph 5ivd (language learning),* the Committee of Ministers points out that the Council of Europe is currently backing the development of a European Language Portfolio for migrants. The portfolio is a personal document used in formal learning contexts for the purposes of learning the language of the host country with a view to integration and employment. It also provides a unique opportunity to ensure recognition and enhancement of the mother tongue, which can be recorded and presented in the portfolio. Specific portfolios have been developed for use by children and adults in many different countries. The European Centre for Modern Languages has also launched a project to assist migrants in acquiring language skills for their work.

The Committee of Ministers draws attention to several recommendations deriving from the work on language policies in the Council of Europe. They include **Recommendation No. R (82) 18** to member states *concerning modern languages*, which contains a lengthy section on language learning for migrants and their families; **Recommendation No. R (98) 6** of the Committee of Ministers to member states *concerning modern languages*, which recommends promoting bilingualism in immigrant areas or neighbourhoods and supporting immigrants in learning the language of the area in which they reside.

*Concerning paragraph 6 (Education),* the Committee of Ministers underlines that the recommendation is completely in line with the educational policy which the Council of Europe has been promoting for several decades. In 1976 the Council of Europe began addressing this matter, and a report on “Pre-school education for migrants’ children” was published the same year (Berlin Symposium, 1976). In 1979, special intercultural teacher training files were drawn up on **socio-cultural data on countries of origin and receiving countries, and on the socio-cultural situation of migrants and their families**. Two courses were organised on “Intercultural training for teachers” (Lisbon, 1981 and L’Aquila, 1982). Seminars on the same subject were organised in Donaueschingen in 1979, 1980 and 1981. CDCC Project No. 7, “**Education and the cultural development of migrants**”, has given rise to several case studies, study visits, colloquies, surveys and reports, as well as seminars for disseminating the results and publications. **The new project currently in hand, “The new intercultural challenge to education: religious diversity and dialogue in Europe”** is aimed at alerting decision-makers, specialised youth workers and teachers to the implications of the religious dimension of intercultural education, but also to draw their attention to the most useful experiments and new methods and approaches in intercultural education in general, whether inside or outside the schools.

The Committee of Ministers has adopted several recommendations on the education of young migrants in Europe, which have stemmed from various educational programmes. Three recommendations are particularly germane to Assembly Recommendation 1596 (2003). They are: **Recommendation No. R (84) 18** on “the training of teachers in education for intercultural understanding, notably in a context of migration”, the content of which has retained all its topicality since it proposes making “the intercultural dimension and the understanding between different communities a feature of initial and in-service teacher-training” and encouraging, “where appropriate, (...) the holding of national and international seminars and courses on the intercultural approach to education for teachers, teacher trainers, administrators and other persons involved in teacher-training, including welfare and labour officers who have close professional relations with migrant families”; **Recommendation No. R (84) 7** on “the maintenance of migrants’ cultural links with their countries of origin and leisure facilities”; and **Recommendation No. R (84) 9** to member states on “Second-generation migrants”. The last of the three texts comprises very full provisions on education [...] which are very much in line with the Assembly’s proposals.

[...]

*Concerning paragraph 7vi (placement in appropriate reception centres),* the Committee of Ministers recalls Resolution (77) 33 on the placement of children that provides that arrangements made for the

child “should try to ensure [...] any [...] educational care necessary to meet any special problems he may have”.

[...]

## **2.8 Recommendation No. R (2005) 1703 on protection and assistance for separated children seeking asylum**

1. The Committee of Ministers welcomes Parliamentary Assembly Recommendation 1703 (2005) on protection and assistance for separated children seeking asylum. It has transmitted the recommendation to the governments of its member states.

2. The Committee of Ministers agrees with the Assembly that the situation of these children is a matter of concern and that special measures for their protection need to be taken in member states. [...]

[...]

### **Opinion of the European Committee on Migration (CDMG) on Recommendation 1703 (2005) on Protection and assistance for separated children seeking asylum**

[...]

4. The 3rd session of the Political Platform of the Council of Europe on Migration which took place on the second day of the 48th meeting of the CDMG (24-26 November 2004) was devoted to the theme of non-accompanied minors and the situation of undocumented children. It made the following conclusions:

[...]

- Various ‘life projects’ for children should be developed with a view to give them a chance either of building their lives in the host country or to reintegrate into societies of their countries of origin. ‘Life projects’ should be developed through a holistic approach that involves [...] education of parents and children, [...]. Successful implementation of ‘life projects’ will depend upon recognition by the European countries that not all children will return to their countries of origin.

5. The importance of effective programmes to promote the future development of these children (‘life projects’) was clearly underlined and has a central place in the 2005 regional conference that will be held in Malaga on 27 and 28 October. The conference entitled “Unaccompanied minors: acting in the best interests of the child” will examine the following questions:

[...]

It is hoped that the conference will conclude with high-level political agreement on future co-operation including the basis for work on a possible new draft recommendation aimed at promoting the integration or re-integration of these children and dealing with such aspects as [...] school, [...].

[...]

## **2.9 Recommendation No. R (2007)9 concerning life projects for unaccompanied migrant minors**

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe,

[...]

Considering that there are in the member states of the Council of Europe or at their borders an increasing number of unaccompanied migrant minors who find themselves alone, in situations of vulnerability, far from their family environment, separated from their parents or families and exposed to multiple risks;

Considering that migration policies in general, and in relation to unaccompanied migrant minors in particular, require a range of measures that go beyond border controls and action against irregular migration;

[...]

Considering that the best interests of unaccompanied migrant minors should be the primary

consideration in all decisions relating to them and that any action taken in relation to them must protect their rights and safety and promote their personal development;

[...]

Being convinced that the member and non-member states of the Council of Europe can, by strengthening their co-operation, contribute to finding lasting solutions for and with unaccompanied migrant minors that will help them to build life projects guaranteeing them a better future,

Recommends that the governments of member states:

[...]

#### *Appendix to Recommendation [CM/Rec\(2007\)9](#)*

### **I. Concepts**

#### *Life projects*

1. Life projects aim to develop the capacities of minors allowing them to acquire and strengthen the skills necessary to become independent, responsible and active in society. In order to achieve this, life projects, fully in accord with the best interests of the child, as defined in the Convention on the Rights of the Child, pursue objectives relating to [...] education [...].

[...]

#### *Unaccompanied migrant minors*

4. This recommendation concerns unaccompanied migrant minors who are outside their country of origin, regardless of their status, irrespective of the reasons for their migration and whether or not they are asylum seekers. The expression 'unaccompanied migrant minors' includes separated children and minors who have been left to their own devices after entering the territory of the member state.

5. Unaccompanied minors are children under the age of 18 who have been separated from both parents and other relatives and are in the care of an adult who, by law or custom, is responsible for doing so.

6. Separated children are children under the age of 18 who have been separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily from other relatives. They may, therefore, be children accompanied by other adult family members.

### **II. Life projects: an integrated policy tool**

7. Every life project is based on a comprehensive, integrated and therefore multidisciplinary approach.

8. Drawing on a holistic approach, every life project should take account of the child's specific situation. It should take account of several elements, in particular:

[...]

i. the minor's personal profile: [...] level of education [...];

[...]

v. the situation in the country of origin: the [...] educative [...] context [...];

[...]

9. Unaccompanied migrant minors should be able to enjoy all rights recognised by the relevant international and European standards and in particular the United Nations Convention on the Rights of the Child, which are preconditions for the realisation of their life projects. In order to ensure effective access to these rights the member states should take action, in particular, in the [...] educational area[s].

[...]

### **III. Life projects: a mutual commitment**

[...]

17. The competent authorities should undertake to ensure that the life project comprises measures to protect the minors in order to help them achieve the aforementioned objectives. These measures should

include access to:

[...]

– basic services, including [...] education.

[...]

*Life projects in the country of origin*

28. Where the life project is implemented in the country of origin, member states should define the conditions that will guarantee its success. These conditions should include at least the following:

[...]

iii. involvement of the local authorities in implementing the life project in the country of origin, including [...] educational services [...];

[...]

## **2.10. Recommendation No. R (2008) 4 on strengthening the integration of children of migrants and of immigrant background**

[...]

*Appendix to Recommendation CM/Rec(2008)4*

*on strengthening the integration of children of migrants and of immigrant background*

### **A. Language learning**

1. In order to facilitate and enhance the language development of children of migrants, member states should implement measures that are adapted to the particular circumstances of these children. The overall objective of these measures should be to assist the children in acquiring the required proficiency in the language of instruction. This could include, as far as possible, the acquisition and maintenance of their mother tongue.

2. Member states should adopt the measures that are best adapted to the particular language learning needs of the specific populations of migrant children in their countries and should include the measures set out below. Where appropriate, these measures should be implemented at national, regional or local level.

i. Preschools, schools and other educational establishments should be given the necessary resources to offer additional language learning support to newly-arrived children, or to children born in the receiving country to recently-arrived parents, where the child's command of the language of instruction is deemed insufficient.

ii. Organisational and financial support should be given to the initiatives of migrants and their associations aimed at assisting newly-arrived migrant children to learn the language of instruction and to acquire the necessary academic discourse competence.

iii. Effective and adequate diagnoses of the linguistic skills of migrant children at a preschool level should be developed in accordance with the educational standards of the receiving country.

iv. Effective instruments to assess the literacy of newly-arrived migrant children should be developed with a view to being able to offer them language acquisition programmes adapted to their individual needs, including individualised (tailor-made) language support programmes.

v. Preschool establishments should be given support to adequately assess the linguistic skills of children when enrolling them and to put in place appropriate language acquisition and support programmes tailored to the needs of those children who require them.

vi. Where preschool establishments do not exist in the receiving country or in the locality where the family resides, health workers, social workers or other such professionals in contact with the family should make arrangements for an early language assessment of the children of preschool age and ensure that appropriate language enhancement measures are taken, when necessary.

vii. Collective recreation and sports activities should be organised in co-operation with migrants and their associations with a view to facilitating communication between children of different origins, both migrant and of the receiving society. These activities (for example, summer/winter camps, sport competitions, outreach activities) should involve children of different ages and take place in and outside

the school. The parents of these children should be encouraged to participate and, if possible, assist in their organisation. Newly-arrived migrant children, in particular, should be actively encouraged to participate in these activities.

viii. Training schemes in work and education related language skills should be organised for children approaching the school-leaving age. The content of these training schemes should be such as to prevent an insufficient command of the language of the receiving country from becoming a barrier for school-leavers of immigrant origin to participation in the labour market. For this purpose, the training schemes should be organised in co-operation with employers and trade-unions.

[...]

#### **D. Integration into school life**

6. Member states should put in place measures aimed at ensuring that newly-arrived children of migrants are fully integrated into the national educational system and as quickly as possible. They should adopt such measures as are most suited to the particular circumstances prevailing in their countries, including the situation of the immigrant population. Government funding should be provided by the relevant national, regional or/and local authorities, where necessary, to help educational authorities and schools implement the measures. The measures should include those set out below. Where appropriate, these measures may be adapted to the needs of children of immigrant background.

7. The purposes of the measures referred to in this section are to ensure that schools identify and address as quickly as possible the particular learning needs of each child, that the child understands and settles into the school's culture and environment as soon as possible, and that the child can benefit from the opportunities of school life on a basis of equality with other children.

i. Schools should guide migrant children in their studies, help them develop appropriate learning skills and abilities and prevent the emergence of learning-related difficulties.

ii. In the absence of an already existing general framework that provides for the individual profiling of children with a view to identifying their strengths and potential and developing personalised support programmes, educational authorities should arrange for local schools to carry out such profiling of migrant children, particularly with a view to ensuring that they attain the required level of knowledge and proficiency in specific subjects.

iii. Teaching styles and methods should be adapted to the personal needs and learning experiences of the newly-arrived migrant child.

iv. Schools should consider inviting university and/or teacher training institutions to co-operate with them in providing migrant children with the necessary support and assistance in learning difficult subjects. Schools should also consider inviting students enrolled in these institutions to provide voluntary support to these children in following the school curricula.

v. During the early stages of their school career and for a limited period of time only, educational authorities might consider making arrangements for migrant children to be able to undertake parts of their studies in their mother tongue as this will assist the children in developing the cognitive and academic skills necessary to successfully pursue their studies in the language of instruction.

vi. Different methods of offering assistance and support to newly-arrived migrant children by their fellow pupils (for example, mentoring schemes or peer learning) should be actively promoted and facilitated by educational authorities and schools.

vii. In the absence of an already existing general system of monitoring of the progress of children in school, educational authorities and schools should establish a system of constant monitoring of the progress of migrant children (especially newly-arrived migrant children) with a view to preventing them from dropping out of school and to supporting their social integration.

8. In order to ensure that all migrant children leave school with a recognised qualification (for example, diploma, certificate) and that they have a real chance of pursuing a successful career afterwards, educational authorities, in co-operation with NGOs and migrant associations, should encourage the return to school of those children who have dropped out and/or abandoned their studies. Where appropriate, this might be achieved through closer co-operation with the child's parents and offering flexible modes of learning (for example, part-time school attendance).

[...]

## **G. Facilitating transition from school to the labour market**

12. In order to ensure a smooth transition from school to the labour market, develop the child's full potential and avoid unemployment, member states should put in place measures for the benefit of children of migrants and of immigrant background who are approaching school-leaving age and young people seeking employment or having recently found employment. These measures should be adapted to the conditions prevailing in member states and include those set out below.

i. Young migrants should be entitled to information, advisory, guidance and counselling services that are provided by education and employment authorities to support them in developing career management skills necessary to enter and successfully perform in the labour market.

ii. Advisory, guidance and counselling services should include information on apprenticeships and mentoring schemes. These services may include a permanent staff member appointed as a career advisor with special responsibility for particularly disadvantaged children, including migrant children, and career development centres for young people that involve both the relevant education and employment authorities.

iii. Education authorities and schools should consider offering, in appropriate cases, flexible study arrangements (for example, evening classes, part-time school attendance, combined study and work schemes).

[...]

v. Mentoring schemes, particularly for newly-arrived migrant children in their final years of school, should be encouraged and supported through, for example, financial incentives, making available specialised staff and recruiting retired and/or senior employees to act as mentors.

vi. Public authorities and NGOs should work directly with private industry and public employers to raise awareness of the possible discriminatory consequences of their recruitment procedures in relation to young school leavers of immigrant origin and of the need to take appropriate action. In this respect, particular attention should be given to ensuring their effective access to apprenticeships and other workplace training schemes.

## **H. Children living in segregated areas and disadvantaged areas**

[...]

14. Schools in segregated and disadvantaged areas must be able to offer high quality education if they are to attract children and parents of different social and ethnic background and thereby halt and reverse the process of marginalisation and deprivation. It is important, therefore, that they receive the necessary support from the relevant public authorities (national, regional and local) and the local community to do so.

15. The various measures described in sections A to G of this appendix have particular importance for children of migrants and of immigrant background living in segregated areas and disadvantaged areas. Member states should, however, consider adapting and supplementing these measures as appropriate in order to help these children overcome the special difficulties of their environment. Member states should, in particular, consider implementing the measures set out below.

i. Language support measures should be strengthened in the schools in these areas. Local associations, voluntary and migrant organisations should also be encouraged to provide supplementary language activities outside school.

ii. Training in non-violent conflict resolution for staff working with children in these areas and for the children themselves should be organised by the appropriate authorities with the support and participation of NGOs and migrants' associations.

iii. Children should be encouraged by local authorities to participate actively in the work of their local youth councils.

iv. Local authorities should encourage schools to promote links between children of different social and ethnic backgrounds and from different areas.

v. Local authorities should ensure that children have the necessary space to learn and play, both at home and outside. They should provide and maintain suitable playgrounds and sports facilities, and organise community events for children.

vi. Local authorities should encourage employers from outside segregated areas and disadvantaged areas to employ young people from these areas and, where appropriate, consider setting aside a number of reserved apprenticeship places for them.

vii. National and local authorities should provide the necessary resources to facilitate the design and implementation of special staff development programmes for people working in nurseries, preschool institutions and schools in segregated areas and disadvantaged areas.



### **3. PARLIAMENTARY ASSEMBLY OF THE COUNCIL OF EUROPE** [[HTTP://ASSEMBLY.COE.INT/](http://assembly.coe.int/)]

#### **3.1. Recommendation 786 (1976) on education and cultural development of migrants**

The Assembly:

[...]

2. Convinced that a variety of cultures can be a source of mutual enrichment for the societies concerned, but fearing that the educational and cultural difficulties encountered by migrants may aggravate the social problems;

3. Believing that migrants contribute to the unification of Europe, but that improved information is needed in order to dissipate misunderstanding and prejudice, both in the host countries and in the emigration countries;

[...]

12. Recommends that the Committee of Ministers:

a. invite member governments to implement with greater vigour the texts adopted in the Council of Europe concerning migrants, especially [Resolution \(70\) 35](#), on school education for the children of migrant workers;

[...]

#### **3.2. Recommendation 915 (1981) concerning the situation of migrant workers in the host countries**

The Assembly,

[...]

9. Convinced that paramount importance should be given to the conditions of migrants in programmes and in national policies, and emphasising the debt owed by societies in the host countries to migrants for the cultural enrichment they bring ;

[...]

13. Recommends that the Committee of Ministers :

13.1. invite the governments of member states :

[...]

f. to promote intercultural activities, in particular in the field of information for the public, in order to give it a better understanding of the position of migrants, and to increase their efforts in the field of education and vocational training of migrants, taking account of the specific aspects of these points (such as the specific problems of migrant women's education and the vocational training of adult migrants and their children, including the need to provide migrants' children with education from the pre-school stage right up to the higher level) ;

[...]

#### **3.3. Recommendation 1093 (1989) concerning the education of migrants' children**

The Assembly,

[...]

4. Observing, [...], that, despite the agreement over pedagogical principles for intercultural education, there are still divergences between host countries of origin when it comes to the practicalities of the education of migrants' children;

[...]

8. Affirming that intercultural education is the only way of making use of the valuable asset represented by the presence of young migrants in schools;

9. Pointing out that the aim of intercultural education is to prepare all children, indigenous and migrant, to life in the pluricultural society;

[...]

11. Considering that the success of an intercultural policy depends to a large extent on a teacher training policy centred on the intercultural approach;

12. Underlining the need to create in each country the preconditions for all social groups to participate actively in the social, economic, cultural and collective life of the society;

16. Recommends that the Committee of Ministers:

[...]

b. strengthen the research programmes and educational innovations that aim at the implementation of intercultural education for all children, in all sectors of the educational system;

c. promote, within the context of intercultural education, activities including modern techniques in the field of teacher training;

d. encourage educational exchanges at all levels of education and the setting up of a relationship between schools and migrant families;

[...]

### **3.4 Recommendation 1237 (1994) concerning the situation of asylum-seekers whose asylum applications have been rejected**

1. In the face of persecution or other threats to their life or integrity, everyone has the right to seek and to enjoy asylum. However, under the principle of national sovereignty the decision to grant asylum is a matter for the host state.

[...]

6. Asylum-seekers whose asylum applications have been rejected and who are not allowed to remain in the host country, but who do not return to their countries of origin, are in an unlawful situation and usually risk becoming clandestine immigrants.

7. In the absence of legal doctrine, these frequent unlawful situations are settled only in a pragmatic fashion; it is, therefore, important to fill a legal vacuum which is detrimental both to the states and to the persons directly concerned.

8. The Assembly, therefore, recommends that the Committee of Ministers invite the Council of Europe member states:

[...]

8.9. to draw up bilateral and/or multilateral agreements, in close co-operation with the International Organization for Migration (IOM) and the non-governmental organisations concerned, to:

a. promote [...] educational [...] programmes for asylum-seekers whose asylum applications have been rejected, taking account of personal circumstances, designed to assist their reintegration into their countries of origin;

[...]

### **3.5 Recommendation 1374 (1998) concerning the situation of refugee women in Europe**

[...]

2. While regretting that no reliable information and statistics about refugee women are collected in a systematic way by Council of Europe member states, the Assembly considers this group of refugees to be particularly vulnerable and subject to specific, gender-related problems and discrimination.

3. Increased dependency and the traditional socio-cultural and economic role of refugee women in their countries of origin often lead to lack of motivation, confidence and self-esteem, thus putting them at a distinct disadvantage compared to their male counterparts from the moment they arrive in a host country. Therefore the Assembly acknowledges the need for the creation of specific conditions which would enable refugee women to overcome these difficulties.

[...]

6. Consequently, the Assembly recommends that the Committee of Ministers:

[...]

6.6. urge the member states:

[...]

n. to identify shortcomings in the provision of educational opportunities for refugee women, and provide them with facilities which would give them access to education (child care, seminars for working refugee women, etc);

[...]

### **3.6 Recommendation 1596 (2003) concerning the situation of young migrants in Europe**

1. Young migrants represent a varied and heterogeneous group. They include children, young women and young men who have fallen prey to human traffickers or who have been smuggled into a country in the hope of escaping poverty, persecution or a situation of generalised violence; young people who have entered European countries through legal channels for study, work or family reunion; and second-generation migrants who are born in the host country. Many of them come from non-European countries; but many others are Europeans who move, legally or illegally, from one member state to another. They are immigrants for some states and emigrants, or returning emigrants, for others.

[...]

3. The Assembly is convinced that the situation of young migrants in Europe requires urgent action on the part of the Council of Europe, in co-operation with the relevant international organisations, to address the reasons why young people want to, or are forced to, emigrate, their rights and living conditions as immigrants, and finally their rights and needs when, and if, they return to their countries of origin.

4. The Assembly therefore recommends that the Committee of Ministers:

4.1. in consultation with relevant international agencies such as Unicef, the International Organisation for Migration (IOM) and the Office of the United Nations High Commissioner for Refugees (UNHCR) – and in compliance with the mandate of these agencies –initiate a long-term multidisciplinary programme for young migrants in Europe, with the aim of fostering social cohesion and the participation of young migrants through [...] the development of educational materials and programmes [...];

[...]

4.6. initiate a feasibility study on the harmonisation of national laws on legal guardianship of separated children, as defined in sub-paragraph 7.iv of the present recommendation, with a view to the elaboration of an international binding instrument including the following guidelines:

[...]

d. the legal guardian should ensure that all decisions affecting the child are taken in his or her best interests, that [...] she or he receives [...] education, language support [...];

[...]

5. Furthermore, with a view to fostering participation and social cohesion, the Assembly recommends that the Committee of Minister elaborate measures aiming to assist member states to:

[...]

5.4. establish, or promote the establishment of, integration programmes according to, the following guidelines:

[...]

d. integration programmes should include language tuition [...];

[...]

6. With a view to using education effectively as an instrument to foster equality, multiculturalism and mutual understanding, the Assembly also recommends that the Committee of Ministers elaborate measures addressed to member states, and aiming at:

6.1. ensuring unimpeded access to compulsory education for migrant children, irrespective of their own or their parents' legal status;

6.2. ensuring access to compulsory education for migrants aged under 18 and who have not completed compulsory education in other countries, irrespective of their legal status or the legal status of their parents;

6.3. responding to the special needs of migrant students integrating the ordinary curriculum with additional classes, focusing on tuition in the language of the host country and the study of its society and culture;

6.4. investing additional resources in the employment in educational institutions of specialised staff, such as psychologists, pedagogues, social workers and cultural mediators and provide them, as well as teachers, with appropriate training to deal with young migrants;

6.5. ensuring that the content of school programmes and textbooks does not contain any national or ethnic prejudices and does not convey any discriminatory or racist interpretation of the history, culture and society of foreign countries or communities;

6.6. funding and supporting extracurricular activities aimed at highlighting the value of the culture and civilisation of migrants' communities and their countries of origin;

6.7. supporting initiatives taken at local level to foster contacts between immigrant parents, the school and the community.

[...]

### **3.7 Resolution 1509 (2006) concerning human rights of irregular migrants**

[...]

11. It should be possible to extract a number of minimum civil and political rights, on the one hand, and economic and social rights, on the other, to be applied by Council of Europe member states in favour of irregular migrants.

[...]

13. In terms of economic and social rights, the Assembly considers that the following minimum rights, *inter alia*, should apply:

[...]

13.6. all children have a right to education, extending to primary school and secondary school levels, in those countries where such schooling is compulsory. Education should reflect their culture and language and they should be entitled to recognition, including through certification, of the standards achieved;

[...]

### **3.8 Resolution 1810 (2011) concerning unaccompanied children in Europe: issues of arrival, stay and return**

1. There is a growing awareness of the need to tackle the problems faced by unaccompanied migrant children arriving and remaining in Europe. [...]

[...]

5. The Assembly believes that child protection rather than immigration control should be the driving concern in how countries deal with unaccompanied children. With this in mind, it establishes the following set of 15 common principles, which it invites member states to observe and work together to achieve:

[...]

access to adequate education must be guaranteed to all unaccompanied children, regardless of their migration status and under the same conditions as to child nationals.

[...]

### **3.9 Resolution 1996 (2014) concerning migrant children: what rights at 18?**

1. While reaching the age of majority is a milestone to be celebrated for most young people, for unaccompanied migrant children it means losing their rights and, in many cases, being obliged to leave the country where they have lived and forged relationships.

[...]

8. The Assembly is convinced that establishing a life project taking account of a young migrant's past and cultural identity constitutes an important basis for developing their autonomy and sense of responsibility.

9. In this context, establishing a transition category would facilitate successful economic, social and cultural integration while guaranteeing support and assistance measures.

10. In view of the above, the Assembly calls on member States of the Council of Europe to:

[...]

10.4. [...] take political measures geared to:

[...]

10.4.1. [...] education;

[...]

### **3.10 Recommendation 2056 (2014) on the alternatives to the immigration detention of children**

1. The Parliamentary Assembly refers to its [Resolution 2020 \(2014\)](#) on the alternatives to the immigration detention of children.

2. The Assembly stresses that States which practise the immigration detention of children contravene the principle of the best interests of the child and violate children's rights. They deprive children of their fundamental right to liberty [...]. They may also violate other fundamental child rights, such as the rights to [...] education [...]. The Assembly considers that in order to stop this inhuman practice, the Council of Europe has an important role to play in promoting alternatives to the immigration detention of children.

[...]

### **3.11 Resolution 2097 (2016) on access to school and education for all children**

1. Europe has seen significant progress in the last two decades as regards access to school and education. Such progress, however, is of varying degrees according to the different European regions and groups of population concerned. Barriers to access to school still exist in the Council of Europe member States, which in practice deprive children of the opportunity to take their place in society.

2. The Parliamentary Assembly calls for these barriers to be lifted. It also underscores that the goal is not only to give all children the opportunity to attend school, but also to ensure that they can access quality education that will contribute to the development of their personal capacities and help them reach their full potential.

3. Moreover, access to school and quality education is not only an issue of individual justice and of equal opportunities, it is also in the interest of our societies to make the best use of each person's

talents and to avoid social costs linked to unemployment and dependency, which may be much higher than investment in education.

4. The Assembly therefore calls on member States to enhance their education systems in order to ensure access to quality education for all and regular class attendance until the end of the study programme. Member States should, in particular:

[...]

4.5. improve access to pre-primary education for all children, with a special focus on [...] children of migrants and asylum seekers [...];

4.6. support programmes that help children from minority and migrant communities to acquire adequate knowledge of the language of schooling;

4.7. invest in programmes that support parental engagement in their children's early literacy activities with the potential to promote literacy in the early primary grades; these programmes should be tailored to the cultural, ethnic and socio-economic contexts;

4.8. encourage parental involvement in school activities, particularly in schools with a higher proportion of students whose parents have low levels of education or a low level of proficiency in the language of their children's schooling (for example migrant families);

[...]

4.10. promote the inclusion in high-profile schools of students from [...] migrant backgrounds in order to provide an equal opportunity to achieve;

[...]

4.16. foster access to pedagogical professions for students from minority and migrant families;

4.17. ensure gender equality at all levels of the education system, with a special focus on women and girls from disadvantaged groups, such as [...] migrants and refugees [...];

[...]

### **3.12 Resolution 2124 (2016) on educational and cultural networks of migrant and diaspora communities**

1. The Parliamentary Assembly considers that communities living abroad ought to be seen as vital bridges between Europe's cultures and as an asset for the countries of residence and of origin. However, the integration of diaspora communities and migrants represents a major challenge for European societies today.

[...]

3. The Assembly believes that the role of educational [...] communities living abroad is crucial to building cohesive societies by strengthening pluralism and democracy in European societies. These networks play a key role in providing support, solidarity and mutual assistance; they provide a link to the culture of origin and an openness to multiple cultural affiliations; they nurture multilingualism; and they provide [...] educational support to children and young people of the second and third generation. Furthermore, they can play an important role as mediators between diaspora communities and public authorities.

4. The Assembly nevertheless considers that their role is not sufficiently understood and recognised, and that associations and networks are not sufficiently mobilised, particularly in the context of developing national and local strategies that aim to improve social cohesion and the spirit of "living together". Moreover, there is very little research at national and European level to assess the cultural and social impact of diaspora communities on local societies.

5. The Assembly therefore recommends that the governments and parliaments of the member and observer States of the Council of Europe, as well as the States whose parliaments enjoy observer or partner for democracy status with the Assembly:

5.1. when they are the countries of residence of diaspora communities:

[...]

5.1.1. involve diaspora associations in the framing and implementation of policies concerning different aspects of the integration process, including educational [...] integration;

[...]

5.1.4. encourage the media to convey the positive role of educational [...] networks of communities living abroad;

5.2. when they are the countries of origin of diaspora communities:

5.2.1. develop stronger partnerships between the relevant public bodies – in particular schools and universities, embassies and cultural and linguistic centres – and diaspora organisations, seeking to encourage their action through knowledge sharing and concrete support (provision of teachers, educational materials and adequate premises) for language tuition and its recognition within the formal education system;

[...]

6. The Assembly, welcoming the Council of Europe Action Plan on “Building Inclusive Societies” (2016-2019), calls on the Secretary General of the Council of Europe to include therein concrete initiatives in the sphere of [...] education which involve diaspora communities.

### **3.13 Resolution 2136 (2016) on harmonising the protection of unaccompanied minors in Europe**

1. Almost 90 000 unaccompanied minors applied for asylum in European Union countries in 2015, an increase over 2014. In 2016 there are no signs of a reversal of this trend, as the total number of minors applying for asylum in the month of June 2016 alone stood at 30 000. [...]

[...]

3. The Parliamentary Assembly has voiced its concern about the situation of unaccompanied migrant minors in Europe on several occasions and made proposals for solutions, in particular in its [Recommendation 1969 \(2011\)](#) and [Resolution 1810 \(2011\)](#) on unaccompanied children in Europe: issues of arrival, stay and return, which proposes 15 common principles for handling unaccompanied migrant children, with particular focus on the need to treat unaccompanied children first and foremost as children, not as migrants. [...]

[...]

5. The Assembly recalls that the general principle of respect for migrant minors’ rights first and foremost as children implies that they should benefit from special protection, [...] education [...].

[...]

8. The Assembly urges member States to work at the national and regional levels and, through international co-operation, to improve the protection of unaccompanied migrant minors and to prevent their going missing, in particular by:

[...]

8.2. in the context of national and regional policies and action:

[...]

8.2.7. ensuring that children have access to education at registration and throughout waiting periods, then facilitating their entry into mainstream education systems once the procedures for asylum or other forms of regularisation are engaged;

[...]

### **3.14 Resolution 2159 (2017) on protecting refugee women and girls from gender-based violence**

1. In the past two years, more than 1 million asylum seekers have come to Council of Europe member States looking for protection and opportunities for their children to grow up in peace. [...]

2. In their countries of origin, during the journey, in transit and in destination countries, many refugee and asylum-seeking women and girls have been exposed to gender-based violence in the form of coercion, forced prostitution, harassment, survival sex, sexual slavery or various types of extortion. However, their protection from violence has not been considered a priority in the management of the refugee crisis. [...]

3. The Assembly is convinced that providing protection from gender-based violence to all women, irrespective of their status, should be a priority, in line with the provisions of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (CETS No. 210, Istanbul Convention). The responsibility to help and protect asylum-seeking and refugee women is not limited to cases of violence perpetrated in destination countries. They should receive adequate assistance to overcome the trauma they have experienced in their countries of origin or during transit. [...]

4. The Assembly also stresses that the arrival of asylum seekers in Europe represents an opportunity to promote and uphold tolerance, diversity and openness, and to take a strong stance against multiple forms of discrimination. In addition to ensuring protection from violence and assistance to victims, States should invest in integration programmes to provide women refugees with prospects for the coming years and help them to find their place in our societies.

5. In the light of these considerations, the Assembly calls on Council of Europe member and observer States to take the following concrete measures to address gaps in protection and mitigate risks:

[...]

5.5. invest in social and economic integration programmes specifically targeting women refugees, in particular by providing language courses and facilitating the recognition of diplomas [...];

[...]

### **3.15 Resolution 2176 (2017) concerning the integration of refugees in times of critical pressure: learning from recent experience and examples of best practice**

1. In 2015, the mass arrival of refugees in western Europe via Turkey, Greece and the western Balkans, combined with the continuous inflow via Italy, brought the increase of the number of refugees and migrants to a climax. [...]

[...]

3. The integration of refugees is a long and complicated process, requiring long-term commitment on the part of both the refugees and the authorities, and the continuing engagement of civil society. [...]

[...]

6. Recalling its [Resolution 2137 \(2016\)](#) on the impact of European population dynamics on migration policies, and referring to [Resolution 2175 \(2017\)](#) on migration as an opportunity for European development, especially with respect to the employment of migrants, the Assembly encourages the Council of Europe member and observer States and States whose parliaments enjoy observer or partner for democracy status with the Parliamentary Assembly to ensure the successful integration of refugees by:

[...]

6.8. with respect to the settlement of migrants in the host country:

6.8.1. ensuring that relocation of migrants is carried out taking into account the capacities of and opportunities available in the places of settlement, including educational [...] opportunities [...];

[...]

6.8.3. creating conditions and measures for the recognition and validation of academic [...] qualifications for those refugees without proof of their diplomas;

6.8.4. providing children with immediate access to appropriate education or day care, where possible including them in mainstream educational structures, provided allowances are made



to minimise language and cultural barriers, and providing for the possibility for refugee children to continue education even in cases where relocated families decide to resettle in a place other than that originally foreseen;

6.8.5. strengthening the capacity of teachers to integrate refugee children fully in the school environment, and including human rights, non-discrimination and migration issues in the teacher training curriculum;

6.8.6. providing young unaccompanied migrants with support for their integration through [...] access to education [...];

### 3.16 Resolution 2204 (2018) on protecting children affected by armed conflicts

1. Children across Europe and the world are affected by wars and armed conflicts. They are victims of life-threatening violence or witnesses of such violence, they have lost or been separated from their parents or other caregivers, they are deprived of basic social services, such as [...] education [...].

[...]

3. The Parliamentary Assembly is very concerned about the short- and long-term consequences of armed conflicts on children: they are directly affected in their daily lives, their physical and mental development and their ability to trust other human beings and public institutions. [...]

4. International law is very clear about the protection of children – any person under the age of 18 – and the need to give primary consideration to their best interests in all circumstances [...].

5. In the light of the evident gap observed between international obligations and their respect by all States parties, the Assembly calls on the Council of Europe member States to:

[...]

5.5. support and rehabilitate child soldiers and other children actively involved in conflicts by:

5.5.2. placing them in the care of child-protection agencies instead of in detention centres, thus facilitating their reintegration into society [...];

[...]

5.6. welcome and support children who have left conflict zones by:

[...]

5.6.3. ensuring the children's access to the language of the host country through appropriate and specific language integration programmes put in place by the host country as quickly as possible;

[...]

## 4. THE CONGRESS OF LOCAL AND REGIONAL AUTHORITIES

[<http://www.coe.int/Congress/en>]

### 4.1. Resolution 62 (1968) concerning the settlement of migrant workers in foreign local communities

The Conference,

[...]

7. Having ascertained that action on the part of such bodies would be such as to fill the numerous gaps still to be found not only in reception arrangements but also in the field of assistance to the migrant worker in respect of the following points:

- language teaching to workers and members of their families;

[...]

### 4.2. Resolution 85 (1976) on the measures to be taken to assist migrant workers concerning housing, schooling of their children and civil and political rights

The Conference,

[...]

Decides, consequently, to submit the following practical considerations for the approval of the Committee of Ministers:

[...]

#### 2. *Schooling*

[...]

Supplementary efforts should be made to ensure attendance at school of migrants' children.

Without neglecting the cultural and civic heritage of the countries of origin, it is important to integrate the children of migrant workers into the educational system of the host countries, so that they may enjoy equality of opportunity, in particular by providing parallel teaching of the mother language and that of the host country. The maintenance of equality of opportunity in the country of origin must also be guaranteed.

[...]

### 4.3. Resolution 129 (1982) concerning the education of migrant workers' children

The Conference,

[...]

4. Considering the importance for foreign children of learning to speak the language of the host country at the earliest possible age;

[...]

Urges local authorities:

[...]

14. to organise adult education facilities partly with a view to improving the motivation of migrant parents to let their children benefit from the opportunities provided by secondary education;

[...]

Asks the relevant authorities in the member states:

16. to ensure that children of primary school age are put into mixed classes as early as possible and do not remain for long in classes composed of foreign pupils with the same mother tongue;

17. to recognise the mother tongue of foreign children as a first foreign language or at any rate as an optional subject within secondary education;

18. to ensure that teaching aids in the mother tongue of migrant children are geared towards the actual situation of the migrant families;

19. to make provision for supplementary language classes within the framework of vocational training, particularly with a view to facilitating the access of late-comers to society in the host country;

[...]

Calls on national governments:

23. to decentralise educational policy with regard to migrants as far as possible, with national or regional regulation laying down only the broad outlines of the allocation of resources and the detailed working out of policy taking place at local level in the light of the specific local situation.

#### **4.4. Recommendation 153 (2004) on “A pact for the integration and participation of people of immigrant origin in Europe’s towns, cities and regions”**

The Congress, bearing in mind the proposal of the Chamber of Local Authorities,

[...]

15. Calls on the Committee of Ministers actively to continue its efforts and its co-operation with other international organisations, especially the European Union with a view to:

[...]

*b.* to provide greater financial and human support for programmes in local and regional authorities such (as those proposed in the Stuttgart Final Declaration), focusing, in particular, on language learning for children and adults, education, training and vocational integration, as well as urban planning and housing measures that enable migrants and their families to be offered appropriate integration conditions in the towns and regions where they live;

[...]

#### **4.5. Resolution 181 (2004) on “A pact for the integration and participation of people of immigrant origin in Europe’s towns, cities and regions”**

The Congress, [...]

[...]

*b.* taking account of these issues in all policy sectors so as to meet the specific needs of residents of immigrant origin, in particular in terms of education, training, language skills, housing and social and cultural programmes;

[...]

#### *Appendix*

Final Declaration of the Conference “Foreigners’ integration and participation in European cities”

15-16 September 2003

[...]

3. It will be possible to achieve these [...] objectives only through co-operation between the different political tiers.

At national level

[...]

Measures with a view to school and vocational training and labour market integration in cities must be supported. State assistance is required to promote languages among children and adults.

[...]

At local/regional authority level

[...]

This implies that migrants living in a country must be able to understand, speak and read that country's language.

Language learning at nursery school is the easiest way. But there is also a need to encourage language learning and education at primary and secondary schools.

[...]

#### **4.6. Recommendation 194 (2006) concerning the effective access to social rights for immigrants: the role of local and regional authorities**

1. Discrimination-free access by the whole population to social rights, in particular employment, housing, health and education, is one of the foundations of social cohesion and democracy, and all immigrants, regardless of their status, must enjoy the same conditions of access to these rights as nationals in all member states;

[...]

5. In the field of education, too, immigrants are faced with specific difficulties such as higher school failure rates among immigrant children and the fact that the qualifications of non-EU nationals are not recognised;

[...]

#### **4.7. Resolution 218 (2006) concerning the effective access to social rights for immigrants: the role of local and regional authorities**

1. Discrimination-free access by the whole population to social rights, in particular employment, housing, health and education, is one of the foundations of social cohesion and democracy, and all immigrants, regardless of their status, must enjoy the same conditions of access to these rights as nationals in all member states.

2. For their part, local and regional authorities are being called upon to play an increasing role in the provision of basic social services and should therefore act as guarantors of equal access by all groups to such services and of full respect for the social rights of the whole population.

3. The Congress is nevertheless aware that, despite the efforts made by certain European towns, cities and regions to foster the integration of immigrants and access by them to key social rights, they do not always enjoy equal access to the latter and sometimes even suffer various forms of discrimination in the [area] of [...] education [...] because of institutional, social, cultural or personal factors.

4. At the same time, there is clearly a major local and regional element in the social integration of immigrants, and local and regional authorities can and must therefore implement policies in these various areas with a view to preventing the social exclusion of immigrants.

[...]

6. Likewise, in view of the responsibilities they often exercise in the field of education, local and regional authorities can not only promote intercultural dialogue in schools but also develop educational tools vital to the more effective integration of immigrants, such as literacy.

[...]

10. In the light of the above, the Congress recommends that the towns, cities and regions of Council of Europe member states:

[...]

j. ensure access to education, in particular by establishing or expanding after-school tuition centres;

[...]

## **5. EUROPEAN COMMISSION AGAINST RACISM AND INTOLERANCE (ECRI)**

[<http://www.coe.int/ECRI>]

### **5.1. ECRI general policy recommendation n°10 on combating racism and racial discrimination in and through school education**

**The European Commission against Racism and Intolerance (ECRI):**

[...]

Recommends that the governments of member States:

#### **1. Ensure compulsory, free and quality education for all, and to this end:**

[...]

2. gather the information required to identify problems facing pupils from minority groups in the school environment in order to introduce policies to solve these problems;

3. conceive, at national and regional level, in co-operation with the minority groups concerned, policies to further attendance and full participation of pupils from minority groups, on an equal footing, in the school system:

a) by ensuring that schools have an obligation to promote equality in education;

[...]

c) by making provision, in particular cases and for a limited period of time, for preparatory classes for pupils from minority groups to, amongst others, learn the language of instruction, if this is justified by objective and reasonable criteria and is in the best interests of the child;

[...]

h) by providing parents of pupils from minority groups who do not speak the majority language the necessary resources, such as the services of an interpreter and/or language courses, to enable them to communicate with the educational staff;

[...]

**IV. Ensure that all the policies advocated above receive the necessary financial resources and that they are regularly monitored to assess their impact and adjust them when necessary.**