Dissertation

Master of Advanced Studies in Humanitarian Action
Academic Year 2017-2018

Refugee Integration in the Educational System of Europe: the case of Switzerland and Germany

Submitted by
Ehsan Ftyeh

Examinig Board:
Supervisor: Dr. Nathalie Herlemont Zoritchak
President of the board: Prof. Doris Schopper
Expert: Mr. Jean-Marc Biquet

June 2018
Abstract

In 2015, the number of refugees and migrants arriving Europe increased leading to the erupting refugee crisis, with over 700,000 individuals applying for asylum in different European countries. These new refugees face different types of challenges when integrating into their new societies and countries.

Access is one of obstacles that hinders the refugees’ integration into the education system, as the educational policies, national laws and other types of educational services impact the refugees’ integration in the education processes.

This research explores the types of challenges by highlighting the impact of national educational policies, programs, language courses, and the mandatory educational age on the ability of refugees and asylum-seekers for continuing education. Also, the research presents two case studies that critically analyze the role of NGOs, mentoring volunteers and educational institutions for improving the refugee integration into the education system, and how the education initiatives and mentoring volunteer programs have helped refugees to overcome some problems disrupting their plans to continue the complementary and university studies.

Furthermore, this research recommends that the role of NGOs, institution educational activities and mentoring volunteer programs, should be enriched to enhance the integration of refugees in the educational system.

Key words: Refugees, Asylum-seekers, Migrations, Educational system, Educational policies, Mentoring volunteers.
Acknowledgements

First, am thankful to the grace of God, transcendence and bounty, that enabled me to continue my master studies and accomplish my ambition.

Second, special thanks to all my deceased father who taught me about importance of reading and learning over the path of life, and to my great mother who donated to me with one of her organs to enable me to continue my life with determination and resolve.

Third, I’d like to express my special thanks to my supervisor Mrs Nathalie Herlemont Zoritchak for her guidance, support and efforts that enabled me to progress well with my dissertation.

Forth, I do thank Mrs Claire Barthélémy for being a great sister in her support to me and all the Master classmates in all the bad and good moments that we lived during the Master studies.

Also, I am grateful to Mrs Clara Egger for all the support and advices provided to me and all CERAH classmates master, which improved our ability and capacity for developing and conducting the Master thesis.

I am thankful as well to all the CERAH’s members, associate trainers and lecturers, and classmates for the expertise, motivation and inspiration stories, shared during the class and which motivate us to go forward in our work in the humanitarian action.

Finally, many thanks to Horizon Academique Program at the University of Geneva, Hospice General NGO in Geneva, Switzerland and Kiron NGO in Berlin, Germany for their cooperation and support with overcoming challenges for conducting this research. Thank you so much, too, to all my relatives and friends who continued to support, motivate and encourage me to continue my studies.
# Table of Contents

Abstract  ................................................................................................................................................. 2  

Acknowledgements ................................................................................................................................. 3  

Acronyms .................................................................................................................................................. 6  

1. Introduction ........................................................................................................................................ 7  
   1.1. Thesis Statement .......................................................................................................................... 10  
   1.2-Case Study Methodology and Research Limits .............................................................................. 11  

2- Literature Review ................................................................................................................................. 12  
   2.1. Concepts/Definitions .................................................................................................................... 12  
      2.1.1. Refugee .................................................................................................................................... 12  
      2.1.2. Integration ............................................................................................................................. 12  
      2.1.3. Mentoring Volunteers/Mentors ............................................................................................. 13  
   2.2. Refugee Integration Challenges in the Education System in Europe ............................................ 15  
      2.2.1. Educational Policies Limitations ............................................................................................. 15  
      2.2.1.1. Lack of knowledge about Educational System in the Asylum Country (Switzerland and Germany) .......................................................................................................................... 16  
      2.2.1.2. Age of Mandatory Education ............................................................................................. 16  
      2.2.2 Poorly Prepared Educational Systems and Language ............................................................... 17  
      2.2.3. Educational and Language Activities Implemented ............................................................... 18  

3- Educational Integration Processes in Switzerland and Germany: a case study .................................. 19  
   3.1. Educational Integration Processes in Switzerland ....................................................................... 19  
      3.1.1. The Role of Hospice General NGO and Horizon Academique Program ......................... 20  
      3.1.2. Refugee Viewpoint ................................................................................................................. 22  
   3.2. Educational Integration Processes in Germany ............................................................................ 24  
      3.2.1. The role of Kiron (Open Higher Education Program) in Germany ..................................... 24  

4. Analysis and Discussion ....................................................................................................................... 26
4.1. Challenges and Obstacles faced in Refugee Integration Through Educational Processes

4.2. Drivers for Improving the Refugee Integration Through Educational Processes

5. Conclusions and Recommendations

Bibliography

Annexe1: Statistical Asylum Data in Switzerland in 2017

Annexe2: Questions asked during the Interview with Refugees/Asylum-seekers

Annexe3: Asylum Report 2017, Germany

Annexe4: Kiron Statistical Data Report, June 2018
### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
</tr>
<tr>
<td>IRC</td>
<td>International Rescue Committee</td>
</tr>
<tr>
<td>EENEE</td>
<td>European Expert Network on Economics of Education</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>SEM</td>
<td>State Secretariat for Migration</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization.</td>
</tr>
<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
</tr>
<tr>
<td>HG</td>
<td>Hospice General</td>
</tr>
</tbody>
</table>
1-Introduction:

These days, there is a growing refugee crisis in Europe from the arrival of a large number of people to the continent seeking refuge, safety and security. Over 700,000 individuals applied for asylum in Europe in 2015 (Eurostate). The Syrian crisis and conflict is considered one of the main triggers for the current refugee crisis, as based on United Nations estimations, 500,000 Syrians have applied for asylum in Europe in period: April 2011 to Sep 2015 (European Expert Network on Economics of Education (EENEE)) 2016.

The refugees in European countries face different types of challenges to get integrated into their host communities and countries. Having access to education is one of main challenges facing refugees for continuing education at different levels of educational initiatives and schools. Right to education is one of the basic human rights and not a privilege for some people (European Civil Society for Education position paper, 2016). The social and employment policies, along with the education policies, create a reliable tool for building unified and cohesive societies and communities (European Civil Society for Education position paper, 2016).

Furthermore, the right of access to education is a fundamental human right. Providing equal and good education opportunities to all categories of refugees from all genders and ages is an important element to be guaranteed. As well as having equal access to good quality learning opportunities is a precondition measure for improving and achieving the social inclusion, and incorporating refugees in all aspects of social life, and this, in turn, will help to reduce the length of time for integration by enhancing access to the job market and safeguarding refugees from exploitation (European Civil Society for Education position paper, 2016).

Moreover, the right of access to education is clearly mentioned in the legal system of ten European Union (EU) member states (it is worth to mention that Switzerland is not a member within the European Union), but in spite of this fact, unfortunately, there is still discrimination in providing access to civic services, protection and justice which bother and impede the integration process(European Civil Society for Education position paper, 2016).

With regard the right of education, in Switzerland, for instance: education is obligatory to all children under 16-years-old. Therefore, children must attend a school as long as they are under that age, and the canton or state schools are free of charge, and each canton is in charge of managing the education system of school (Asylum Information Database: Switzerland 2017). The other issue in Switzerland is that applying the regulations of education system is a cantonal
competence, and this causes different types of practices to be implemented based on the canton or municipality (Asylum Information Database: Switzerland, 2017).

The same report referred to other obstacles that might be faced, such as enrolling young asylum-seekers in school may create some challenges for schools and teachers, since the education background and language is different from one child to another. The other issue is that some of the children stay in school for a short or unidentified period (Asylum Information Database: Switzerland, 2017). According to the paper, the municipality usually addresses those problems or challenges, which make it sometimes be impacted by the political or personal decisions, because of the sensitivity to the general issue of migration (Asylum Information Database: Switzerland, 2017).

The other issue as well, is that having access to primary education level might be more impeded by the issue of the determined age. As children who are over 16 years old are no longer able to have access to the free obligatory education. Additionally, other types of specific obstacles may arise for children of parents whose asylum-application has been rejected or denied, and the parents refuse to leave the country. In such a case, the children have the right to have access to school and classes, but unfortunately their access to education might be hindered and influenced by the political pressure of the right-wing political parties, who have a conservative policy against the issue of migration (Asylum Information Database: Switzerland, 2018).

Further, it is worth mentioning that education is an important element for incorporating refugees into asylum countries in Europe. The sudden dramatically increasing number of refugees fleeing to Europe in 2015 has led to a new refugee crisis in Europe. That crisis resulted in assembling the policymakers, civil society organizations and practitioners as a reaction for that crisis. (Rainer Baubock, Milena Tripkovic, 2017). For example, Germany and The Netherlands are considered two of most affected countries with a large number of refugees arriving in 2015. The number of schools that are working for integrating the new migrants have drastically increased for the unexpected numbers, including the schools that provide academic oriented educational courses (Rainer Baubock, Milena Tripkovic, 2017).

According to the same paper, refugees in Germany and The Netherlands who have successfully completed vocational training courses will be enabled to access the labour market and new future education opportunities (Rainer Baubock, Milena Tripkovic, 2017).
The study also mentioned that there are fewer national and local studies, that are evaluating examples of good education practice in schools with more attention to the education of the immigrants’ children, not giving enough attention to refugee children in education, and often the refugee children are not recognized separately in the studies (Rainer Baubock, Milena Tripkovic, 2017). For example, the data on the results of immigrants’ children in schools are often available at the national or local level, but unfortunately, this type of data does not contain the number of refugee’s children. Sometimes the refugees can be identified and recognized based on their national origin, knowing that most persons who belong to a specific group arrived the country of asylum as refugees. Besides the limited data, the children of refugees usually face more obstacles than the children of immigrants (Rainer Baubock, Milena Tripkovic, 2017).

The other point that was observed by Baubock and Tripkovic in the same study is that many of studies on refugees’ children fail to distinguish between those who are born in the asylum country and those who arrived at the obligatory schooling age (Rainer Baubock, Milena Tripkovic, 2017). It is also of value to mention here that the same limitations were faced in conducting this research, since many reports or research available mix between the terms “migrant” and “refugee” without distinct data that shows clear researched evidence regarding refugees.

In addition to the above mentioned, it has also been noticed during the research that some initiatives and mentoring activities have been established and developed to support refugees with their needs for developing their skills, continuing education, and finding job opportunities (Victoria Rietig, 2016). For instance, in Germany the non-governmental organization (NGO) Kiron Open Higher Education has established a partnership with 20 universities inside and outside of Germany to provide free academic or university studies and program to refugees, including online and in-person courses. At the same time Kiron offers mentoring activities throughout to help the refugee students with their education (Victoria Rietig, 2016).

The Kiron initiative was launched in March 2015 and quickly developed to reach 1250 students by the fall of 2015. However, the evaluation of success of this initiative is still early, but the initiative is working to develop performance tracking indicators to assess the effectiveness of its actions. In 2016, Kiron established a career-mentoring program in cooperation with private companies and started a collaboration with Workeer platform to enable students to get a job or work in Germany. (Victoria Rietig, 2016).
Lastly, it is worth to mention a few basic facts summarizing the development of the integration process in Switzerland and European countries in general (European Commission website on Integration & the website of University of Geneva, Horizon Académique):

1-In June 2016, the European Union launched an action plan for the integration of migrants and refugees in European Union countries.

2-One year later, an online tool was released to monitor the progress of the action plan’s implementation.

3-In 2016, Europe’s online education platform was established and funded by Erasmus+ (School Education Gateway).

4-In September 2016 in Switzerland, the University of Geneva offered an academic and social integration program for refugees in Geneva (Horizon académique).

The objective of this research is to find answers for the following two questions:

1-What are the challenges faced by refugees for integration into the education sector (Germany and Switzerland)?

2-How can the following actors improve the refugees’ integration into the education system?

-NGOs/Mentoring volunteers and initiatives.

-Education institutions (universities/schools).

1.1. Thesis Statement:

Refugees’ educational integration processes in Europe faces different challenges, volunteer mentoring activities put in place by NGOs and the educational institutions play a role in improving the refugees integration.

Regarding this research, two hypotheses have been determined:

1-New education initiatives and programs have improved refugee integration in the asylum countries (Switzerland and Germany).

2- Mentoring volunteers have helped refugees with integration.
1.2-Case Study Methodology and Research Limits:

The plan of this research is to find out the types of challenges faced by refugees for their integration into the educational system in Switzerland and Germany, and what are the factors that can facilitate the integration process.

In the literature review chart, an illustration and explanation are given about challenges and obstacles that hinder the integration process for refugees in the educational sector. Additionally, a few of concepts related the topic of this study are clarified and identified to provide a better insight into the factors contribute to integrating refugees into education in their new societies.

Also, this research presents two cases studies, the first case study talks about refugees’ integration in the education field in Switzerland and the second one in Germany. Additionally, the implemented methodology targets to observe the type of educational services provided to refugees in Switzerland and Germany, then comparing between them and analyzing the results reached through those two cases.

It is worth to mention that statistical data and the interview with refugee were collected and conducted in Switzerland, but there was a limit to the case study research in Germany, where the data was collected from Kiron NGO, but it was not possible to conduct an interview with a refugee who got benefits from Kiron programs, since Kiron’s policy is to keep the confidentiality and privacy of beneficiaries, as well as the new European law (General Data Protection Regulation) implemented on 25th of May 2018 imposed more restrictions and limits on ability to collect data and the type of information can be shared by the NGOs in Europe.

2- Literature Review:

2.1. Concepts/Definitions:

2.1.1. Refugee:

Based the United Nations Hight Commissioner for Refugee (UNHCR) paper (Introduction into International Protection, 2005), the definition of “refugee” was identified based on the 1951 convention as the following: “[a] refugee is a person who is outside his/her country of origin, has a well-founded fear of persecution on the ground of his/her: nationality, race, religion, membership of a particular social group, political opinion, and he/she is unable or
unwilling to avail himself/herself of the protection of that country or to return there for fear of persecution”.

However, the term “refugee” is usually mixed with term “migrant” by the media and public. For example, Long’s paper research stated refugees and states have stressed and insisted that both terms (refugee and migrant) are totally distinct and different from each other, but less attention and awareness is made regarding this issue (Katy Long, 2015).

The same paper referred to the old definition of refugee and included the fact that the refugee cannot return to his home country or country of habitual residence or access to all of rights guaranteed for him/her because of his/her citizenship, and this explanation is still linked for the refugee definition used presently. Moreover, the article referred to the fact that migration is more understood nowadays as a mainly socio-economic phenomenon. (Katy Long, 2015).

Based on the facts given by Long, it is very important to give more distinction to the term refugee regarding the ability of a person to return to his/her country of origin and enjoy his/her rights under the protection of the country of origin as this is more linked and in line with refugee’s definition according to the 1951 convention.

2.1.2. Integration:

The European Union commission identified “integration” as a migrant’s contributions to the development of social, economic and cultural environment of societies in European countries. It is a process of integrating the migrants successfully in the host countries: a key element for making use of the legal migration and achieving European Union development. (European Union Commission Website).

Additionally, in Switzerland integration means feeling at home and part of the host community or society, from different aspects of life, linguistic, political, social, economic and culture viewpoints, as it demands knowing the local or domestic conditions, rules and laws, and show the respect for the values, culture and traditions of the society. On the other hand, integration is a continuing process that might develop and promote in a positive and good manner only in the case of the host society and the new people being integrated and conducting joint efforts and actions regarding integration. Yet the new refugees should be willing to adapt to the new society without renouncing their own cultures and values. (Finding Your Way in Switzerland As A Refugee paper, 2004).
Furthermore, from the academic perspective, it has been also suggested that integration is a chaotic and confused concept: as this word is used by many but understood differently by most. Besides that, this concept can sometimes be used differently by individuals, and might depend more on the context and the purpose of use. (Alastair Ager, Alison Strang, 2008).

The Ager and Strang also identified what is called the central elements that constitute to the integration. Therefore, the integration is based on four main themes: access to a wide range of recruitment sectors, achievement made, education and health. It is also the nature of social coexistence and connection amongst different groups within the community, and ability to overcome social thematic barriers such as the language, culture, and local environment that are linked with the social connection. (Alastair Ager, Alison Strang, 2008).

According to above mentioned, we see that integration within the academic and state perspective share some common elements in the meaning which are economic, social, and culture. Those are important factors for improving integration into the new community.

2.1.3. Mentoring Volunteers/Mentors:

The definition of mentoring was described in the Cambridge dictionary in the field of business is an activity or action made to help and support someone who is less experience to be developed in their work, and the mentor is a person who gives the less experienced or younger person some help and guidance for a specific period, particularly, at the school or work. (Cambridge online dictionary).

Meanwhile the Oxford dictionary described the mentor as an experienced person in a company or educational institutions who trains and provides counseling to the newly recruited staff or students, and mentoring means advising or guiding someone, especially a younger person. (Oxford online dictionary).

On the other hand, in the viewpoint of the humanitarian organization, the International Rescue Committee (IRC) organization identified the definition of the refugee youth mentoring as the follows: first: mentoring is the process in which an experienced person provides support, guidance and motivation to a person less experienced. In general, the mentor is a teacher or advisor who leads the other people through guiding and advising.
them with real examples. (International Rescue committee organization, DM&E Tips on Refugee Youth Mentoring).

Based on the IRC organization’s paper, mentors can contribute to the promotion of positive results for refugee youths by being a real example for them by supporting the youths emotionally and providing them with constructive feedback and advice. In the IRC’s perspective, it is very important that the mentors provide the support and guidance to refugees regularly, as this will help them to overcome the challenges faced. (International Rescue committee organization, DM&E Tips on Refugee Youth Mentoring).

Furthermore, from the academic perspective, the concept of mentoring volunteers is formed on five distinguished levels (activity, relationship, intervention, policy and societal), mentoring volunteers can be part of the social intervention efforts made by agencies, organizations or programs to improve and enhance the social cohesion within a group of youth people who are living and dealing with each other within the community. (David L. DuBois & Michael J. Karcher, 2014).

The writers explained that mentoring volunteers can be actors or individuals who participate in the intentional mentoring activities that target to support and improve one or more areas of a person’s development. (David L. DuBois & Michael J. Karcher, 2014).

In addition to the above, some actors of NGOs or civil society organizations have developed a group of community initiatives in the field of education for promoting the integrating of refugees into education with the assistance of mentoring volunteers or mentors, such as the example given in the introduction for Kiron NGO in Germany that established career-mentoring program in cooperation with private companies, and started also collaboration with Workeer platform to enable students to get a job or work in Germany. (Victoria Rietig, 2016).

Overall, it is noted that all perspectives have reached a common point which is that mentoring volunteers or mentors can be experienced individuals/persons who provide support and advice to other less experienced and contribute for the future’s development. This is a very important element for contributing the developing the integration of refugees in their host communities.
2.2. Refugee Integration Challenges in the Education System in Europe:

2.2.1. Educational Policies Limitations:
There is a need for designing appropriate educational policies to address and tackle the different education needs for refugees, especially the language issue which is not a simple action. In addition to that, developed education policies are really required to be in line with needs of refugees. (Organisation for Economic Co-operation and Development (OECD) publishing, 2015).

Further to that, developing the educational policies will lead for improving refugees access to the higher education in European countries, although this issue is still not so important and more limited in Europe. For instance, in Germany, almost all the educational policy measures aim to improve the transition or integrating phase of refugees. This leads to many refugee students ending up in the vocational training courses, and not geared to higher education. (Rainer Baubock, Milena Tripkovic, 2017).

The research has focused in the literature review on the following challenges faced because of educational policies:

2.2.1.1. Lack of knowledge about the Educational System in the Asylum Country (Switzerland and Germany):
In European countries, people coming from migrant or refugee backgrounds face several obstacles and problems to create and advance their own way within the European education and training system as compared to their native peers. As well, the rate of students dropping out of school at early age is higher for the foreign born in Germany as compared with the native born. (Rainer Baubock, Milena Tripkovic, 2017).

Also, the backgrounds and competencies of the new arrival of refugees, combined with the difficult experience faced by European educational system in supporting and providing refugees with appropriate education opportunities to succeed, made the policymakers realize the obstacles faced and necessity of reacting actively to deal and meet the recent increased in the flows of refugees. (Rainer Baubock, Milena Tripkovic, 2017).

Based on Rainer and Milena, there is still an important gap in the educational system in Europe. So policymakers in Europe should review and work to develop a new adapted
educational policy that takes into consideration the backgrounds and characteristics of the new refugees.

2.2.1.2 Age of Mandatory Education:

According to the educational policy in Switzerland, the basic educational level is mandatory until the age of 16, for all children who are on the Swiss land. Each canton oversees the running of their school educational system, and all of the governmental state schools are free of charge. (Asylum Information Database: Switzerland, 2017).

Nevertheless, refugee children living in the federal reception centers may not always have access to the appropriate education. Most probably they only have access to a few hours of language courses, and sometimes the federal centers conduct small language courses or classes by themselves. (Asylum Information Database: Switzerland, 2017).

Over and above, the same issue is faced in Germany, as only children under the age of 16 have the right of access to schools, since education is obligatory for this category in many federal states. Thus, children over 16 years old do not have the right to enter schools. For instance, in 2016, a group of NGOs in Germany criticized the reality that asylum-seekers over 16 were hardly hindered having access to education activates and services. Even though many of them have not completed their education in their countries of origin. (Asylum Information Database: Germany, 2018).

On the other hand, that children below the 16 still face problems and difficulties, like lack of access to language courses and literacy courses in regular schools. Especially those who are still in living in the refugee reception centers. For example, in March 2018, the administrative court granted access for six children from Kosovo to regular schools after their access has been denied by the regional government. (Asylum Information Database: Germany, 2018).

Moreover, the other issue noticed during the research is a challenge of meeting the requirements of the convention of the rights of child, for providing access to education to all children until the age of 18. So according to that, Switzerland and Germany should amend and modify their laws and practices on the ground to enable the teenagers, who arrive the country at over 16 years old, to have free access to education, since the reports stated that the refugees face more obstacles to access education when they are over 16 years old. (Asylum Information Database: Switzerland, 2017).
2.2.2 Poorly Prepared Educational Systems and Language:

Based on the integration of migrants and refugees study (2017), one of the difficulties faced by the educational system is to integrate the group of pupils, who arrived in the country of asylum at the end of elementary school level or over the secondary education, because it is the period, when the tracking resolutions or decisions are made regarding students. At the same time, the school educational system has some weak points. Since school systems characterized with early selection has led to loss of a lot of talented students, as it guides and leads many students toward the vocational education. (Rainer Baubock, Milena Tripkovic, 2017).

In addition to the second language problems for refugees, who do not speak the native language of the asylum country, these students are usually directed to a lower level of the vocational training system, and unfortunately, this path of teaching and learning is hardly fit for many of the students due to their intellectual capacities. (Rainer Baubock, Milena Tripkovic, 2017).

Moreover, the report of a joint Working Group seminar on the integration of migrants, 2017, mentioned that the number of refugees arriving to European countries has drastically increased over the past few years, and unfortunately the educational systems are not always prepared to handle and address the refugee integration issue. Especially that there is a common opinion that the teachers in European countries do not have the appropriate skills and experience, to enable the new refugees or migrants to integrate successfully into the country of asylum. (joint Working Group seminar on the integration of migrants, 2017).

Also, most countries in Europe do not have enough teachers or trainers who are able to teach the native national language as a second language. Moreover, those teachers and trainers lack the suitable competencies that enable them to understand diversity, and deal with issue of differences in the cultures and religions, or to actively respond and address the cases of students who suffer from trauma or other psychological conditions. Besides those practitioners lack the evidences, research and experiment practices for the types of approaches and mechanisms that work for improving the refugee/migrant integration, nor do they have the practical useful resources, i.e: the appropriate tool kits that help them for

The same report added that the knowledge and background of the refugees and migrants were important elements that created a number of challenges for the educational system in Europe: the first challenge is the language barriers, as this is a main issue that is faced by the refugees for the successful integration in the education system and continuing learning in country of asylum. Unfortunately, this problem requires a lot of preparation efforts like time, materials, and different types of resources. (Report of joint Working Group seminar on the integration of migrants, 2017). The second challenge is that migrants or refugees arrive in Europe with an educational deficit or without any proofs or means for attesting and certifying their skills and qualifications, plus with a big gap in the history of their education or without having any type of education at all. (Report of Joint Working Group seminar on the integration of migrants, 2017).

Therefore, the issue of backgrounds of refugees is one of most important issues for refugee integration into education, and it is difficult for the educational system to tackle and address this problem as a result of lacking appropriate tools for assessing the refugees and migrants prior learning and education level. (Report of Joint Working Group seminar on the integration of migrants, 2017).

2.2.3. Educational and Language Activities Implemented:

Speaking and understanding language can be the foundation for further learning, integration and the gateway to employment. For example, in Germany refugees are more motivated to learn the language, and most of time they are able to have access to languages courses and learn the basic language level B1. Notwithstanding, this level might not be sufficient for many companies or employers in Germany, since they require people who are able to communicate and speak fluently and understand the instruction and have active communication. (Victoria Rietig, 2016).

Additionally, the lack of qualified teachers who can teach the German language as a second language to refugees, since high number of refugees and asylum-seekers apply for the language courses, and the number of qualified teachers is very little. Hence some educational institutions or schools have started overcoming this issue by recruiting less
qualified teachers who do not have the qualified degree to teach German as a second language. (Victoria Rietig, 2016).
On other hand, only asylum-seekers coming from protection quota countries, which means at least 50 percent to be accepted, are eligible for having access to the language courses while their asylum application is being processed and assessed. It is worth noting that these asylum-seekers are the people coming from Syria, Iraq, Iran and Eritrea. Meanwhile many others coming from other countries such as Somalia, Pakistan and Afghanistan are not eligible for access to language courses until they are recognized as refugees. (Victoria Rietig, 2016).
Furthermore, in Germany as well, there were several educational programs dedicated for adults involving courses that enable a person to be qualified for school studies or language certificates. Yet the German educational system still lacks the information and costs for refugee educational needs. (Rainer Baubock, Milena Tripkovic, 2017). To overcome this problem, some German educational universities and institutions offer new free courses, and costs for these courses are sometimes covered by the government. Moreover, some new educational initiatives were launched by universities to enable refugees to get access to free language courses, and the students of these universities volunteered to help and support refugees, besides the universities created a mechanism for accrediting and recognizing the educational school certificates and foreign diploma the refugees have. (Rainer Baubock, Milena Tripkovic, 2017).

3-Educational Integration Processes in Switzerland and Germany: a case study:

3.1. Educational Integration Processes in Switzerland:

The State Secretariat for Migration (SEM) released in 2017 specific statistics and data related to the number of the people, who applied for asylum in Switzerland and the type of decisions made so far on regular basis (monthly and yearly). According to yearly statistics issued by the SEM in 2017, the number of refugee/asylum-seeker children, who are in need of education in Switzerland are around 7689 children. See annexel Page (36) for more details about asylum applicants in 2017.

The education is compulsory for all children under 16 years old in Switzerland. However, this is unfortunately not implemented actively on the ground, since it is totally dependent on the cantonal capacity. (Asylum Information Database: Switzerland, 2017).
Nowadays some cantons in Switzerland have developed measures and procedures to bridge the gap in the continuing education after the age of 16. For example, some NGOs like Caritas has established specific programs in a few cantons to provide support to refugees/migrants who would like to continue their education. (Asylum Information Database: Switzerland, 2017).

3.1.1 The Role of Hospice General NGO and Horizon Academique Program:

Two meetings were conducted to collect data about the number of refugees who are supported in the field of education.

The first meeting was held with Horizon Academique Program at Geneva University, and the following figures were given regarding the number of beneficiaries who are enrolled in the program: 84 people applied to the program since Sep 2016; 35 fulfilled the criteria and were retained in the program, 12 nationalities are represented, Studies envisaged in 6 faculties (Science, Social Sciences, Medicine, Law, Translations & Interpreting, Economics & Management, and 2 centers (International Studies, Computer Science), 15 people are now registered in the University. On the other hand, a few students left the program due to language barrier, or difficulty with the educational system, or to look for a job. The program accepts students who are holding B residency permit (refugees), N residency permit (Asylum-seekers), F (temporary protection). These figures were provided by the head of the Horizon Academique program.

The second meeting was held with Hospice General NGO in Geneva which is considered one of the biggest NGOs in Geneva providing support and social assistance to refugees and asylum-seekers, and following statistics were provided:

In March 2018, 1407 individuals were registered and supported by Hospice General, and they were divided as the following based on the activities conducted by them, 448 individuals enrolled in school obligatory educational level, 478 individuals not conducting or doing any type of activities (like education, work, ..etc), 372 individuals enrolled in training courses, 60 individual having a job, 31 individuals enrolled in trainings provided by Hospice General or other actors/NGOs in Geneva or they do a type of community work activities whether inside or outside the Hospice General camp like painting, cleaning and washing, 18 individuals do some work such as cleaning, painting inside the Hospice General center, and only 4 individuals out of
1407 were enrolled in the university studies in Geneva. The below figure1 visualizing this statistic. Figure1:

Moreover, in March 2018 265 adults aged 18-25 years old were registered with Hospice General NGO, and divided as the following: 158 individuals out of 265 were not doing any type of job or activities and only receiving assistance, 78 were enrolled in trainings, 15 were having jobs, 6 were doing jobs inside Hospice General premises, 8 were doing other type of community work or enrolled in vocational trainings. The below figure2 visualizing this statistic.

Figure2:
3.1.2 Refugee Viewpoint:

A semi-structured interview was conducted with a Syrian refugee who has been living in Geneva for three years. The refugee is already holding university degree (BA in Applied Science, Damascus University, Syria). Now he is studying Master in Bio-Chemistry at the department of science/Geneva University. He had a motivation to continue his university studies because of difficulty in finding a job in Geneva, since his university degree is not accredited by many of employers in Geneva canton.

The Syrian refugee said, the Hospice General NGO had provided him only with free French language courses, and then had refereed him to vocational trainings to obtain skills that enable him to get a job in Geneva, but his plan was to study for a Master’s degree in Geneva, as this would facilitate the issue of finding a job. Therefore, he applied to the University of Geneva to study Bio-Chemistry science, but his application was rejected by the university because of lack of documents.

Later, he was referred by the Office of Integration of Foreigners (Bureau De L’Intégration Des Etrangers )¹ to Horizon Academique (upon expressing about his motivation and objective for continuing studies), which helped him with an advanced academic French courses which cost 1800 CHF, paying a fee for documents required by the university, getting admission to the University of Geneva and providing him with a scholarship from a private foundation (Hubert Tour Foundation)² in Geneva, and from the University of Geneva as well, also Horizon Academique tried to help him with finding a job related his field of specialty.

The concerned refugee was helped by the Horizon Academique to join the third year of the Bio-Chemistry/Department of Science, University of Geneva. However, he faced many challenges: the first challenge was the French language, as he did not have enough knowledge in the French academic language. Hence, he had to take the one course of the academic French courses provided by Horizon Academique. The second challenge he had to pass 6 modules out of 8 to get undergraduate degree and get 44 credits out of 60 ECTS to be able to continue master studies. The third challenge was the difficulty of integrating directly into the nature of the practical

¹ https://www.ge.ch/bie/
² https://www.fondationhuberttuor.org/en/
education system in the Bio-Chemistry science college. Therefore, he was assisted by his classmates to overcome this challenge.

The refugee pointed out that Hospice General NGO usually reduces the social assistance to refugees to 50% when they enroll in university studies, as a means of encouraging refugees to find work, and diminish the burdens on Hospice General. Also, it provides only vocational training that direct refugees toward specific occupations like: cleaning, washing, carpeting, construction, secretary…etc. He expressed that in his viewpoint this leads refugees to types of occupations different from their skills and educational backgrounds to start working and generating income as soon as they can. He added as well that Hospice General has no plan to support and guide refugees toward continuing their learning, since the prevailing image or stereotypes at Hospice General is that refugees arriving Switzerland with an intent to start working in the vocational occupations, which ignores their skills and the capacity with which they already have.

The Syrian refugee mentioned that one of mentoring volunteers helped him with preparing his application to the university, and volunteers who help refugees are mainly from Caritas NGO in Geneva. He stated that volunteers belong to different categories of the community and their support for refugees is well appreciated. However, there is a prevailing stereotype amongst volunteers, that they feel pity for refugees and think that refugees are starving and hungry and they need only food and clothes. Thus, this reduces the dignity of the person in his viewpoint.

Besides, he expressed that volunteers should familiarize themselves with the culture, traditions and knowledge about refugees and their countries, because some of refugees are well-educated and cultured, however this thing is usually neglected or ignored.

Nevertheless, he stated there is an NGO (La Roseraire), which provides basic French language courses and good types of social activities like football games, parties, and picnics to improve the social coexistence between refugees and the host community. Also, the Syrian refugee sees that mentoring volunteers in this NGO deal with refugees as normal people and not as refugees, which means that the refugee is treated in a well-dignified manner.
3.2. Educational Integration Processes in Germany:

According the Federal Office for Migration and Refugees in Germany, around 5.6 million persons have applied for asylum in Germany since 1953, out of which 4.7 million since 1990. Furthermore, the number of asylum applications that were recorded in Germany in 2017 is 222,683, compared with 745,545 asylum applications in 2016, which represents 70.1% decline in the number of people who applied for asylum. The below table shows the changes in the annual asylum applications figures in Germany since 2010 (Schlüsselzahlen Asyl, page1, 2017).

<table>
<thead>
<tr>
<th>Period</th>
<th>Total Number of asylum applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>48,589</td>
</tr>
<tr>
<td>2011</td>
<td>53,347</td>
</tr>
<tr>
<td>2012</td>
<td>77,651</td>
</tr>
<tr>
<td>2013</td>
<td>127,023</td>
</tr>
<tr>
<td>2014</td>
<td>202,834</td>
</tr>
<tr>
<td>2015</td>
<td>476,545</td>
</tr>
<tr>
<td>2016</td>
<td>745,545</td>
</tr>
<tr>
<td>2017</td>
<td>222,683</td>
</tr>
</tbody>
</table>

3.2.1. The Role of Kiron (Open Higher Education Program) in Germany:

A meeting was held with Kiron NGO in Berlin to collect data about the number of refugees and asylum-seekers benefiting from the educational activities in Germany. The following figures were given by Kiron: as of the 1st of June 2018, 3300 students were enrolled in Kiron Programs, out of which 1290 (38.31%) of students were residents in Germany, as Kiron education online platform are available to refugees, asylum-seekers in Germany and outside Germany, such as refugees who are living in Turkey, France, Jordan, Indonesia, Kenya and other. Beside Kiron also accepts internally displaced people, who are displaced in their country of origins. Kiron has a partnership with 32 universities in Germany and with 56 universities worldwide. The studies are divided in the following five specialties, business and economic, computer science, social work, political science, mechanical engineering. See annexe4 page (40) for more details.
In the contrast, a number of students left the Kiron High Education Program after applying and accepting because of language or difficulty learning issues.

Furthermore, Kiron provides online learning courses with a specific number of educational credits, through a digital collaborative educational platform to refugees and asylum-seekers, who can register online and choose between five online studies (specialties), then the student can apply for the universities in Germany that can recognize the credits given by the completed online courses. Moreover, Kiron does not provide admission to the students or pay the fees for the issuing of documents required for the university. However, it advises and guides students on the documents needed for university studies, and how to get admission, since Kiron’s focus is on building ownership to enable the person to take the lead to get integrated in this process.

Additionally, it organizes some social and study events for students to enable them to network with each other and with their mentors for exchanging experiences. Besides, Kiron has established a partnership with Volunteer Vision for connecting professional mentoring volunteers with students through online Vision platform. All formats of mentoring volunteers focus on supporting and guiding students in accessing the job market, boosting their academic career, and empowering them to work on their academic and professional goals (Kiron Community Magazine, 2018). For example, in Jan 2018, a Metro company in Germany published an interview in More Magazine describing a Syrian student, who arrived in Germany in 2015 and got benefits from Kiron online courses and mentoring program to prepare for higher educational studies in Germany. (More Magazine, 2018, Kiron Community Magazine 2018).

The Syrian student met with her German mentor (mentoring volunteer) digitally over the online platform, then later, they met personally. She explained that it was easier for her to interact with her mentor and establish good level of connection. This is the thing that helped her later to start studying business administration at the University of Duisburg-Essen in Germany. On the other hand, the mentor stated her purpose to be a mentoring volunteer was to support the student to develop her potential and use the opportunities in Germany. (More Magazine, 2018, Kiron Community Magazine 2018).

Additionally, Kiron helps refugee students to overcome language barriers by providing online language courses (English and German languages) to meet the requirements of universities in Germany, or for studying online courses in English language. Further, Kiron supports finding
scholarships for the students, who also have free of charge access to Kiron online campus. (Kiron Open Higher Education Annual Report, 2017).

Finally, as it was mentioned in the case study methodology and limits (Page11), the refugee interview was not conducted as a result of Kiron’s privacy policy and new European Law (General Data Protection Regulation). Therefore, the following quote was taken from the interview published in the Kiron Open Higher Education Annual Report 2017 with Syrian refugee, who stated: “Kiron offers a starting point for every refugee who wants to learn. They were able to recognize the real problems that most of the refugees in Europe face, such as a lack of documents and the need to learn a new language, and the fact that it might take a refugee several years to solve these problems on his own.”

This perspective may reflect a bit on what the refugee feels, and there might be some bias, as the interview was published by Kiron, which might present the common points for Kiron and the refugee himself, and not representing the divergent points that might exist. The same also applies for the mentoring volunteer interview, which was published by the Metro, the company of the mentor.

Furthermore, it is of value to note that the collaboration between Kiron NGO and Workeer platform, which is mentioned in the introduction (Page9) and literature review part(page14), has stopped, since it was found out during the meeting that Kiron has ended its cooperation with Workeer platform, because this program requires more resources and time. As well as Kiron’s purpose is to focus more on supporting students in the education field.

4. Analysis and Discussion:

4.1. Challenges and Obstacles faced in Refugee Integration Through Educational Processes:

It has been established that several challenges hinder the process of refugee integration in the education during this research, they are as follows:

The first challenge, it was noticed from the case study in Switzerland, is the lack of approach for pushing refugees or asylum-seekers toward progressing their education. That Hospice General NGO in Geneva does not have an approach to support refugees for continuing their studies. As only 4 refugees are enrolled in university studies in Geneva canton. Also, the Horizon Academique
was established in 2016. Also, Syrian refugee stated that NGOs usually support refugees for vocational trainings to enable refugees to find a job.

Furthermore, Hospice General reduces the social assistance to 50% once a refugee decides to continue studies, and it mainly pushes refugees for vocational trainings to find a job and minimize the burden made on it. This issue complements the facts, mentioned in educational polices challenge in the literature review.

The second challenge, as it was observed in the two case studies that language is the main problem for students. As some students left educational programs in Horizon Academique in Switzerland or Kiron in Germany because of that. This problem confirms the language barrier explained in the literature review. Besides, it is noticed from the refugee interview, that he had to take an advanced French course to understand the academic language used in the university.

The third challenge is the lack of knowledge about university admission policies. As there are several requirements such as documents, credits, and others, which makes more difficult to refugees to get admission. For example, the Syrian refugee’s application in Switzerland was rejected for the first-time due lack of documents. In the German case study, the student stated, he received a support from Kiron, which helped him to overcome the issue of lack documents, and language as well.

The fourth challenge is the lack of accrediting the school degrees that refugee have by some universities in Europe. For instance, the Syrian refugee in Switzerland had to study 6 modules out of 8 at the Geneva university to get 44 credits out of 60 ECTS, that enabled him to move for the master studies. The same case noted in Germany, where Kiron NGO provides online learning courses with a specific number of credits recognized by some universities, to enable students to further in their studies.

The fifth challenge is the weakness of understanding the education, culture and background of refugees. For instance, in Geneva the NGOs and mentoring volunteers focus more on social support and assistance, not concentrating enough on the cultural and educational aspects refugees have. Additionally, the Syrian refugee expressed the importance of taking into consideration the education background, culture and knowledge of refugees, as this will improve the types of services provided to them and contribute to enhancement of the integration process.
According to the aforementioned, this issue complements the challenges quoted in the literature review concerning refugees arriving Europe with an educational deficit or without any proofs for their qualifications. Thus, it can be added, that the educated refugees can face challenges in their studies due to a lack of awareness about their educational background, potentials and motivation to further in their studies.

The sixth challenge is that refugees are unable to communicate and express their education needs well, due to poor communication channels to enable refugees to raise their problems. Also, NGOs do not engage the community in designing educational integration programs or implement an active community approach to make refugees talk about their problems. In Switzerland, Geneva, the Hospice General directs refugees and asylum-seekers toward trainings and jobs, meanwhile some of them still have the intent to continue studies, such as the Syrian student, whose plan was to study and get new academic degree to enhance his job opportunities.

The seventh challenge is the complexities of the educational system. In Switzerland, the Syrian student depended more on his classmates to understand the educational practices in the Bio-Chemistry/Department of Science.

The eighth challenge is that complementary and university studies are not free in Switzerland and Germany. As a consequence, students need a fund or a scholarship to keep going in their studies.

In the end, those obstacles and challenges provide us with a clear answer for the first question in this research, related to challenges of refugee’s integration in the education.

4.2. Drivers for Improving the Refugee Integration Through Educational Processes:

According to the case studies conducted in Switzerland and Germany. A number of drivers have been observed for the improving the refugee integration in the education system:

Firstly, some of NGOs designed the education programs that address the refugee education needs. For example, In Germany the Kiron NGO designed an online learning platform, which enabled refugees and asylum-seekers to have free access to five online credited courses. Additionally, the platform was linked with a mentoring volunteers’ platform.

Secondly, NGOs organized social and study events that helped refugee students to meet mentoring volunteers, who supported the refugees to overcome some of the problems in the education system.
For instance, in Germany, Kiron organized social and study events that enabled students to interact with their mentors face-to-face and build stronger relationships, that contribute to enhanced social coexistence in the host communities. Of course, those events made the refugee voice reaching the community regarding the troubles they face in education such as language, lack of documents...etc.

Thirdly, several NGOs and institutions recognized the problems and obstacles for refugee integration into the education system. Therefore, they developed education projects that assisted refugees to overcome some of challenges in continuing their studies. For example, in the interview published by Kiron with a Syrian student, he stated that he got benefits from Kiron mentoring programs and online learning, because Kiron recognized the problems faced by refugees in the education.

Additionally, in Switzerland, the Geneva University launched the Horizon Academique program in 2016 to improve and strengthen the knowledge and skills of refugees who want to further their university studies. In the case study in Switzerland, the Syrian student stated clearly how this program was really a tool that assisted him with continuing master studies.

Fourthly, the mentoring volunteers’ programs helped refugee students to tackle and beat the challenges faced in their learning, such as in Germany, Kiron’s mentoring program has managed to advise refugees to overcome high educational challenges and start studying at universities. Kiron established an online communication mechanism which enabled the refugee to meet with his/her mentor virtually over the internet, then sometimes also face-to-face. Kiron also published an interview in its Community Magazine with a mentor, who stated that she had to take into consideration the strengths, vision and goals of student to identify the best ways for mentoring.

Moreover, in Geneva Switzerland, the La Roseraie’s mentoring volunteers treat refugees in a good and honorable manner, that makes refugees feel that their culture, education and potential are respected. Thus, this will help in enhancing the role and ability of mentoring volunteers for guiding the refugees to overcome the obstacles of education.

Finally, the above-mentioned facts and drivers answer our research question, that NGOs, mentoring volunteers and educational institutions play a role for improving the refugees’ integration. In addition, they also support research assumptions.
5. Conclusions and Recommendations:

This research observed the challenges faced by refugees in the education integration processes. Also, it evaluated the role of NGOs, mentoring volunteers and education institutions for improving the integration process, by critically studying and analyzing two case studies in Switzerland and Germany. Based on that, the below recommendations have been concluded:

Firstly, NGOs in Switzerland should work towards improving engaging refugee communities with designing the educational programs, and activities. As the community engagement approach can help refugees to raise the needs, obstacles and challenges faced in the integration into the educational system. This can be done through conducting focus group discussions or feedback sessions related to developing educational activities.

Secondly, NGOs are recommended to develop a good two-way communication channel, that enables the NGOs in Switzerland and Germany to interact with refugees, receive their feedback and proposals for improving integration processes in the education. For instance, the online forum on the Kiron learning platform is a good channel that enable refugee students to express their problems and perspectives.

Thirdly, the Horizon Academique program has improved a bit the ability of refugees to continue their education in Switzerland. However, this program is still new, and can be developed by establishing mentoring volunteers program under its umbrella, where mentors can guide and advise the students regarding different challenges hindering their education. For example, the Horizon Academique can create a special online platform that will give more time flexibility to mentors and their availability to meeting refugees. Or, it may encourage the students to advise their peers from refugee students who are unfamiliar with education system.

Additionally, Kiron’s experiment in mentoring is recommended to be applied in Switzerland, but it needs to be adapted to the refugee needs there. Also, a collaboration and coalition can be made between Horizon Academique and Hospice General to create a joint mentoring volunteer program, where the volunteers can join Hospice General and then be assigned to help students supported by the Horizon Academique. Also, lessons learnt from Horizon Academique can be shared with Hospice General to develop good coherent approach for education integration.
Fourthly, cultural sessions can be conducted by NGOs in Switzerland and Germany in cooperation with mentoring volunteers, where refugees will be able to talk about their culture, backgrounds and exchange their perspectives with volunteers, and enhance also social coexistence and integration in education.

Fifth, new innovative solutions can be established in Switzerland on the ground of Kiron High Education Program in Germany, by developing digital platform for online educational and language courses, with credits recognized by universities in Europe. As this will help students from different districts in Switzerland to continue their education studies.

Sixthly, the experiment of Horizon Academique is recommended be implemented by some of the universities in Germany, which can develop programs to support refugee students with scholarships and guidance for the admission, documents and understanding the practices of university education systems. Additionally, Horizon Academique can share the lessons learnt with other universities in Switzerland and cooperate with them to implement similar programs.

Finally, further research is still needed to understand the challenges of refugee integration in the educational system and assess the success of implemented education programs. Additionally, more studies are recommended to target two cantons or districts in Switzerland or Germany and compare between them, or comparing between two countries in Europe to explore more about role of mentoring volunteers, and NGOs, their polices and approaches, that can be developed with bringing more sustainable innovation solutions.
(Bibliography)

Available from: https://academic.oup.com/jrs/article/21/2/166/1621262
[Accessed 22nd November 2017]


http://www.eenee.de/dms/EENEE/Analytical_Reports/EENEE_AR27.pdf [Accessed 5th January 2018]

Annexes:

Annexe 1: Statistical asylum data in Switzerland in 2017:

The below figures, in particular the asylum application and the interim admission average, are produced because of calculation methodology that is unlike the one used by the Swiss authorities. The Swiss Refugee Council determine the average of recognized refugee cases according only to the number of recognition decisions made at first instance, without including of the number of the rejected asylum cases out of the total number of the recognition decisions made. So, this means that these figures do not contain all the number of asylum claims submitted. (Asylum Information Database: Country report: Switzerland, 2017).

Applications and granting of protection status at first instance: 2017

<table>
<thead>
<tr>
<th></th>
<th>Applicants in 2017</th>
<th>Pending at end 2017</th>
<th>Asylum admission</th>
<th>Temporary admission</th>
<th>Rejection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>18,088</td>
<td>20,503</td>
<td>6,360</td>
<td>7,839</td>
<td>4,312</td>
</tr>
</tbody>
</table>

Breakdown by countries of origin of the total numbers

<table>
<thead>
<tr>
<th>Country</th>
<th>Applicants in 2017</th>
<th>Pending at end 2017</th>
<th>Asylum admission</th>
<th>Temporary admission</th>
<th>Rejection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eritrea</td>
<td>3,375</td>
<td>3,516</td>
<td>3,464</td>
<td>1,860</td>
<td>1,093</td>
</tr>
<tr>
<td>Syria</td>
<td>1,951</td>
<td>3,168</td>
<td>1,070</td>
<td>1,296</td>
<td>89</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>1,217</td>
<td>5,424</td>
<td>402</td>
<td>2,568</td>
<td>274</td>
</tr>
<tr>
<td>Turkey</td>
<td>852</td>
<td>765</td>
<td>165</td>
<td>33</td>
<td>177</td>
</tr>
<tr>
<td>Somalia</td>
<td>843</td>
<td>827</td>
<td>146</td>
<td>480</td>
<td>87</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>840</td>
<td>1391</td>
<td>320</td>
<td>88</td>
<td>393</td>
</tr>
<tr>
<td>Guinea</td>
<td>797</td>
<td>96</td>
<td>5</td>
<td>30</td>
<td>112</td>
</tr>
<tr>
<td>Nigeria</td>
<td>700</td>
<td>112</td>
<td>2</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>Georgia</td>
<td>670</td>
<td>180</td>
<td>5</td>
<td>31</td>
<td>164</td>
</tr>
<tr>
<td>Iraq</td>
<td>653</td>
<td>1249</td>
<td>220</td>
<td>543</td>
<td>191</td>
</tr>
</tbody>
</table>

The action plan was to look for a case study regarding the refugees/asylum-seekers in Switzerland and Germany. To see how they benefit from the educational system available in both countries. What the challenges they face for continuing their education. Beside to observe the support provided by the volunteers (or mentors) for the refugees/asylum-seekers in Switzerland and Germany, and how refugees feel toward this type of support (useful, not useful, not clear…etc.?

**The steps that were taken for conducting the action plan of the case study is as the follows:**

- **Statistical Data:** The statistics/date mentioned in the research is for the number of refugees/asylum-seekers who have been enrolled in educational institution such as (Horizon Academique/University of Geneva) in Switzerland and Kiron NGO in Germany

In addition to, some of the qualitative elements shared by refugee during the interview, like the level of satisfied toward the educational services provided for the refugees in Geneva.

**NOTE:** This statistic enabled to get a background about refugees who have been enrolled and completed some of educational activities in Geneva (conducted by Horizon Academique) or in Germany by Kiron NGO.

**HINT:** It was worth to take into consideration that some of information available in the references were referring to refugees as migrants. Hence, it was difficult sometimes to recognize and split the two terms from each other.

- **Interview:** An interview was conducted with one of refugees in Geneva to observe and assess how the refugee see that educational courses and volunteers (or mentors) have helped him for his future integration.
Annexe2: Questions asked during the Interview with Refugees/Asylum-seekers:

-Opening:
1-how are you doing? And how are things with you?

-Introduction:
1- How long have you been living in Germany/Switzerland?
2-How do you feel with your living in Germany/Switzerland? Like Bad/Satisfactory/rather good/very good (i.e: With conditions and people around you)

Key:
3-How many family members do you have?

4- Are you or any one of your family members are involved in any type of educational courses (regular school or university courses, language courses, vocational training…etc?)

5- How do you/or your children benefit from those courses? And how do you see them useful for your future integration?

Follow-up:

7-Do you benefit from any type of support such as volunteers or NGOs? And how are those volunteers or NGOs?

8-What do you think toward the support provided by the (mentoring) volunteers or NGOs?

9-Do you think that volunteer can help you for better understanding about the life and how to integrate with the society? If yes, how?

Closure:
1-Would you like to add something?
Annexe3: Asylum Report 2017, Germany

Seit 1953 stellen rd. 5,6 Millionen Menschen in Deutschland einen Asylantrag, davon 4,7 Millionen seit 1990. Im Jahr 2017 wurden Asylanträge von insgesamt 222.683 Personen in Deutschland verarbeitet. Im Vergleich zum Jahr 2016 mit 145.145 Asylanträgen ergibt sich ein Rückgang von 70,1 %.

Im Jahr 2017 wurden 86.644 Asylsuchende registriert.

Entwicklung der Asylantragsverfahren seit 1953

Entwicklung der jährlichen Asylantragszahlen seit 2008

<table>
<thead>
<tr>
<th>Jahr</th>
<th>Asylanträge</th>
<th>davon</th>
<th>ersetzt</th>
<th>ersetzt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>25.018</td>
<td>22.086</td>
<td>2.000</td>
<td>0.932</td>
</tr>
<tr>
<td>2009</td>
<td>33.033</td>
<td>27.649</td>
<td>5.384</td>
<td>9.326</td>
</tr>
<tr>
<td>2010</td>
<td>48.589</td>
<td>41.252</td>
<td>7.127</td>
<td>4.165</td>
</tr>
<tr>
<td>2011</td>
<td>53.247</td>
<td>45.761</td>
<td>7.636</td>
<td>2.852</td>
</tr>
<tr>
<td>2012</td>
<td>77.665</td>
<td>64.509</td>
<td>13.112</td>
<td>10.044</td>
</tr>
<tr>
<td>2013</td>
<td>127.023</td>
<td>109.580</td>
<td>17.443</td>
<td>13.999</td>
</tr>
<tr>
<td>2014</td>
<td>260.024</td>
<td>273.077</td>
<td>23.763</td>
<td>22.238</td>
</tr>
<tr>
<td>2015</td>
<td>478.649</td>
<td>441.089</td>
<td>34.750</td>
<td>42.810</td>
</tr>
<tr>
<td>2016</td>
<td>745.545</td>
<td>722.379</td>
<td>23.175</td>
<td>29.901</td>
</tr>
</tbody>
</table>

Die zehn zugangssstärksten Staatsangehörigkeiten von 2014 bis 2017 (Erstanträge)

<table>
<thead>
<tr>
<th>Staatsangehörigkeit</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Albanien</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Eritrea</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Iran</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Iran, Islamische Republik</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Nepal</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Pakistan</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Russische Föderation</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Syrien, Arabische Republik</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Türkei</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Gesamtzahl: 722.379 Personen

Asylanträge 2016

Gesamtzahl: 198.317 Personen

Asylanträge 2017
Annexe 4, Kiron Statistical Data Report, June 2018.

Full Students: around 3,300 Students have access to the platform

Study Tracks

Computer Science 36,74
Business & Economics 30,00
Social Work 13,60
Political Science 10,51
Mechanical Engineering 9,15%

Gender

Female around 17,00%
Male: around 83,00%

Students’ country of residence

Germany 38,31% (1290 students on the platform)
Turkey 12,71%
Jordan 9,1%
Indonesia 6,33%
Kenya 5,70%
France 5,67%
Other 22,19%
Top 5 Nationalities of students:
Syrian Arab Republic 41.43%
Afghanistan 9.21%
Somalia 6.06%
Iraq 3.56%
Sudan 3.56%

Study tracks female students
Business and Economics 36.08%
Computer Science 26.46%
Social Work 23.88%
Political Science 8.93%
Mechanical Engineering 4.64%

Study tracks male students
Computer Science 38.88%
Business and Economics 28.73%
Social Work 11.41%
Political Science 10.87%
Mechanical Engineering 10.12%