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**THE INCORPORATION OF ASIAN REFUGEES INTO THE EUROPEAN
EDUCATIONAL SYSTEM: AN INTERCULTURAL APPROACH OF TEACHING
A FOREIGN/SECOND LANGUAGE**

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1.0 INTRODUCTION

The incorporation of Asian refugees into the European educational system has been described as “not ideal” by European analysts at the center of helping refugees transition to educational schools in the host countries (Olivier, 2017). Language barrier has hindered the smooth transition of school-age asylum seekers of Asian origin in a continent characterized by diverse cultural backgrounds and different languages.

1.1 Definitions

This paper contains several human rights related terminologies which are hereby stated and defined according to provisions by the United Nations High Commission for Refugees (UNHCR). Asylum seekers are persons who make official or formal request to stay, reside or live in a foreign country because they fear for their lives in their home countries. Refugees are persons who flee their countries due to provable fear of persecution based on their political affiliation, religion, ethnicity or nationality. Host countries are the countries that provide shelter for refugees and asylum seekers. Countries of origin are the sources of refugees.

1.2 Refugee Crisis in Asia

Asia is the largest and most populous continent in the world accounting for 4.4 billion residents and occupying 44.579 million square 2nalyising2 (17.212 million square miles) (Yiming, et al., 2017). Asia is a continent under humanitarian crisis. The insurgency in the Middle East led by the Islamic State, the Taliban and the al Qaeda has turned the region into a war-zone and displaced millions of residents since the turn of the century.

According to Eurostat, the European Union (EU) received 626,000 asylum applications in the year 2014, which set the highest record of asylum applications since 1992. In 2015, over 1.26 million asylum applications were received by the EU, breaking the 2014 record and marking the worst migration crisis since the World War II (WWII) (European Parliament, 2017). Syria topped the list of countries of origin for refugees in the world with the conflict between the Islamic State, the government forces and the rebels claiming the lives of thousands of Syrian civilians and displacing over 7.6 million persons by early 2015 (Gilles, 2017).

Observations and studies by the UNHCR show that majority of the refugees and asylum seekers originate from Syria, Afghanistan and Iraq as evidenced in Figure 1 below.

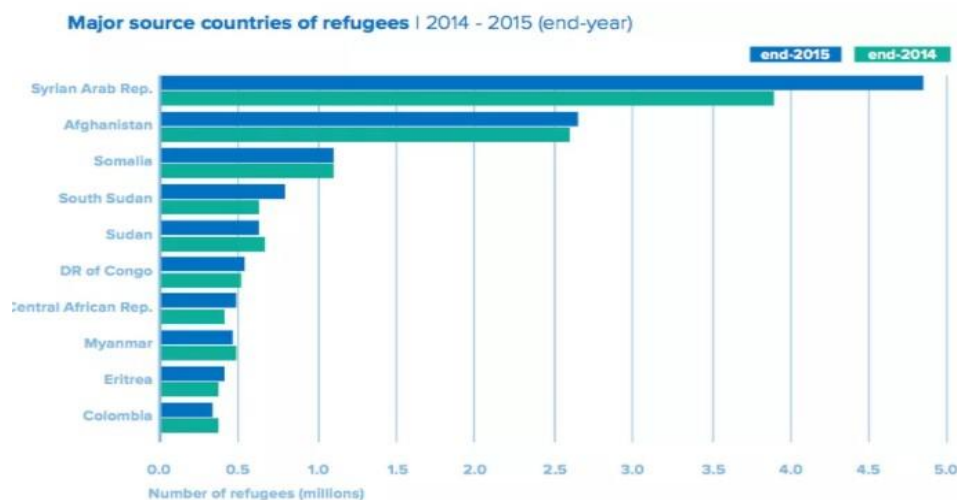


Figure 1: Major source countries of refugees. Source: (Beauchamp, 2017)

The year 2015 reported the highest refugee crisis worldwide with an estimated 63.91 million refugees, asylum seekers and internally displaced persons as evidenced in Figure 2.

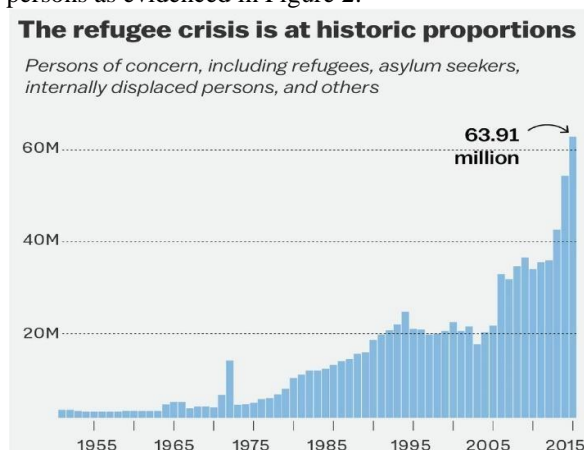


Figure 2: The refugee crisis at historic proportion.

Source: (Beauchamp, 2017)

While there are other possible destination countries for Asian refugees, Europe is seen as the safest haven due to its developed policies and infrastructure to hold refugees and asylum seekers.

1.3 European Refugee Crisis

Europe bore the brunt of the refugee migration from the Middle East. While a few countries like Hungary constructed a wall to keep off any refugees, other countries played their part and took in small to large numbers of refugees. Germany leads the European nations in taking in an estimated of one million refugees, with six hundred thousands of them being from Syria. Greece was used as a major conduit channel by refugees closing over to other European nations such as France, Germany, Spain, Italy and the United Kingdom. Turkey, which borders Syria on the eastern border, plays role of a host to more than 2.5 million refugees, the majority of whom are from Syria.

1.4 Education for Refugees in Europe

The majority of the asylum seekers who have managed to cross over to Europe are young generations of Asian people within the working age who have school going children. There are also an estimated fifty-five thousand university students of Asian origin who managed to cross over Syria (Matthews, 2016). Prior to the civil war in Syria, analysts argue that the Middle East country had a functional and compulsory education system where majority of school-age children were enrolled in the state funded educational system. Since the onset of the war, schools were closed as majority of the Syrian territory became a warzone between the government forced entities who were trying to recover the large swaths of land from the Islamic State terrorist groups. With a large number of students not in school anymore, the world is staring at a possibly “lost generation”.

According to European Union laws, third countries asylum seekers are supposed to apply for protection at the first European nation of entry for them to receive state funded benefits such as education. Asian refugees are classified as of third countries origin as they do not originate from within the European Union member states or from nations within the European continent but not member of the EU, who are classified as first and second countries respectively.

There is the need to incorporate school-going children back to school, albeit under different conditions from those of their home countries. According to previous researches on the challenges of accommodating refugees of Asian origin into educational systems in Europe, the challenges of language barrier and cultural diversity have hindered the smooth transition into European educational system. Language barrier, inadequate resources and cultural differences are the major challenges facing the incorporation of Asian refugees into European schools.

1.5 Latest Asylum Quarterly Report

The latest *Asylum Quarterly* report was released by Eurostat, the European Union body responsible for collecting and analysing data on the European Union, in March 2018. The report explains the trends in the refugee crisis and the asylum applications for the fourth quarter of the year 2017. It also gives details on the first instance decisions which is the feedback given to the asylum seekers concerning the nature of the stay in the host country.

The number of asylum seekers decreased by 26 percent in the fourth quarter of 2017 in comparison with the fourth quarter of 2016. There were 168,000 asylum applications between October and December 2017, with 154,000 of them being first-time applicants. Syrians, Iraqis and Afghans made up the top three countries of origin with 23,400, 12,900 and 9,700 asylum applications respectively (Eurostat, 2018). This marked a decrease of 12,300 and 11,400 applications for Afghans and Syrians respectively when compared with the statistics for the fourth quarter of 2016.

Germany received the largest number of asylum applications, 46,000. This was equal to 30 percent of the total first-time applications made. This was due to Germany’s open borders policy championed by German chancellor, Angela Merkel, who showed a rare human touch by admitting more than a million refugees into Germany. Among the other EU member states, France received the second highest applications, 25,700 while Italy came third at 23,000. Greece and the United Kingdom came fourth and fifth with 15,300 and 9,000 respectively (Eurostat, 2018). Bulgaria, Latvia and Hungary received the least number of asylum applications due to their stringent laws barring refugees from crossing their borders. While majority of the countries reported decrease asylum applications, France and Spain reported increased applications.

2.0 Europe as a Multicultural and Multilingual Continent

To understand the challenges faced by the European countries when trying to incorporate the refugees into the European educational system, knowledge in the multilingual nature of Europe is a prerequisite. This chapter will provide more information about the various European nations hosting refugees and the languages spoken in Europe.

2.1 Countries in the Europe Continent

According to TJ Halton, there are 44 countries in Europe. Out of the forty-four countries, 28 countries are members of the European Union (EU), the continent’s body which regulates refugee movement for its members (Hatton, 2016). Although the UK voted to exit the European Union through the famous Brexit, this paper will treat it as part of the EU as it has not yet exited the EU. The EU countries are referred to as the *Analysin* due to their use of the euro as their currency.

2.2 European Union Multilingualism

Due to the fragmentation of the European countries, multilingualism is accepted and encouraged in order to promote communication within the EU. Multilingualism refers to the use of more than one language to communicate (Šarčević, 2015). According to the European Union website, there are 24 official languages in the European Union

(European Union, 2018). Multilingualism in Europe is widely accepted as it serves two main purposes; protecting and enriching the rich European language diversity and promoting learning. According to a 2012 poll by Eurobarometer, English is the most dominant language and is spoken by at least 38 percent of the European population. French and German come second and third with 12 percent and 11 percent respectively (Harding, 2015).

To effectively communicate with each other, Europeans pursued a culture of multilingualism. One of the goals set by the EU on multilingualism was to have its citizens learn two foreign languages to complement their first-languages. Multilingualism was seen as the perfect way to improve integration by promoting communication. This goal was also intended to cut down on translation costs at the European Commission which consumes an estimated one billion euros every year (European Commission, 2012).

3.0 Incorporating Asian Refugees into European Educational System

Following the mass exodus by refugees into Europe between 2014 and 2017, there is a need to pursue constructive ways of integrating the refugees into the European society. According to the European policies on education for immigrant children, the European nations are supposed to ensure that school going children are offered equal opportunities in education by the host countries. According to the October 1997 Treaty of Amsterdam which became effective on May 1st, 1999, the policy for asylum seekers and refugees bids the EU nations to integrate the school-going children into the respective nation's education system (Alexiadou, 2017). However, due to the mass inflow of the refugees in their hundreds of thousands, integrating the refugees into the communities has become a challenge. More so, integrating the children into schools has become a thorn in the flesh of governments and education ministries in all the affected countries.

3.1 Policies on Education for Asylum Seekers and Refugees

The EU policy framework provides for the right to education for immigrants. The Lisbon Summit promotes the creation of a “dynamic knowledge-based economy” (Directorate-General for Education and Culture, 2004). One way of creating a knowledge-based economy is by promoting high literacy levels by all the residents of the EU. Literacy is gained through provision of education and begins from the early childhood education. Tertiary education is key to a trading bloc as it forms the basis for integration. Providing education to immigrants in accordance to the Lisbon Summit is vital in achieving the goals of the European Union.

The October 1999 Tampere European Council resolutions on third countries citizens are also at play in giving immigrants quality education in the EU. These resolutions revolved around giving citizens of third countries, who are legally residing within the member states of the EU, services closer to those of the citizens of the member states (Directorate-General for Education and Culture, 2004). In compliance with these resolutions, the EU member states are required to offer Asian immigrants the right to education to bridge the gap between the asylum seekers and the natives. To further strengthen this policy, the June 2003 Thessaloniki European Council passed a resolution that supports offering education and language training to the third countries immigrants as a way of integrating them into the society. These resolutions were also supported by the June 2002 Seville European Council and the October 2003 Brussels European Councils (Directorate-General for Education and Culture, 2004).

The European Union defines immigrant children as the children from countries outside the EU who may either be accompanied or not accompanied by adults, who seek protection from persecution in home countries. These children, according to directives from the European Commission, enjoy educational privileges based on their legal situation in the host country. Children under long-term status of residence and those under asylum seeker legal status are entitled to education while the undocumented children who are illegally in the country do not enjoy any form of educational privilege.

When refugees and asylum seekers from Syria, Afghanistan and Iraq entered Europe, they received official registration by the conduit and host countries. This is a clear indication that children of Asian origin are entitled to education of the same level that offered to European children. The process of incorporating these children into European schools has been a long and tiresome one. Most host nations have not yet figured how to school the immigrant children while those that have tried, have encountered numerous challenges. While different quarters are in disagreement over the best way of integrating these children into the European educational system, they are all in agreement that two important things have to be developed first. First, a framework needs to be developed to guide the integration process, and two, integrating these children into European schools is the best way of integrating the immigrants in general into the European society.

4.0 Difficulties Experienced When Teaching Asian Refugees

Teaching hundreds of thousands Asian refugees in a bloc with 24 official languages, 44 countries and under unplanned and unexpected circumstances was always going to encounter a myriad of problems. This chapter will focus on the problems encountered when teaching children of Asian origin in schools in Europe.

4.1 Language Barrier

Language barrier has been described by Pot, Keijzer and De Bot as the linguistic difficulties to communication experienced by people speaking in different languages or dialects (Pot, Keijzer, & De Bot, 2018). Language barrier has been one of the greatest difficulty encountered when assimilating Asian refugees into the European educational system. Language barrier is brought about by the linguistic diversity and cultural diversity exhibited by the Europeans and the Asian refugees. As discussed above, the Europe is made of forty-four countries and has twenty-four major languages. In

addition, Europe has sixty other minor languages. The linguistic diversity is evident in the manner in which the European Commission carries out its communication by employing translators who put every communication into the major and minor languages where necessary. Asian refugees are mainly from Syria, Afghanistan and Iraq. In addition, there are other refugees from troubled countries such as Turkey and Myanmar who have also found their way to Europe. Asian refugees are mainly Arabs with majority of them having a good mastery of Arab language.

Language barrier arises when the Asian communities fail to understand their European counterparts, making it hard for the Asian children to be enrolled into European schools. While majority of the Europeans are multilinguals and can understand English, German and French, majority of the Asian refugees do not understand any of these languages. Likewise, teachers and other educational officials are not conversant with the Arab language, hence are of no assistance to the Asian minority students.

4.1.1 Germany. In Germany, the refugees have had a difficult time engaging with the new arrivals due to failure to understand each other. In a country where more than one million refugees have been given passage into, there has been an influx of refugees in the south-eastern and western part of the country. The German laws, like in all other European countries, require that for one to be admitted into German schools, one needs to have a mastery of the German language. In a country where most educational facilities are run by the government, lack of government framework on enrolling the children into language classes has meant that they cannot acquire knowledge in the German language; hence, they remain locked out of schools. In places where the framework is in place, the project does not cater for all the children due to their huge numbers.

4.1.2 Other Countries. As in Germany, other EU member states require prospective students to learn the official languages in order to enroll into the educational system. Due to the large influx of refugees, these countries have had no frameworks in place to take the students through the various official languages before letting join the schools.

Psychological Trauma

Another issue that makes it more difficult to incorporate children into European educational system is psychological trauma, connected with the refugees' background. According to a report released by *InfoMigrants* in June 2017, there were 433 cases of attempted suicide in Germany alone (Salahie, 2017). Children, too, have been traumatized by the experiences they have witnessed since the war began. Psychology effects of the ISIS versus government forces war are evident in children who have shown signs of depression.

According to United Nations Children's Fund (UNICEF), an estimated 350,000 children encountered traumatization due to the brutality of the war and the hardship encountered enroute to Germany (Dawa, 2017). The Federal Association of Psychosocial Centers for Refugees and Victims of Torture (FAPCRVT) estimates that 30 to 40 percent of all refugees crossing into Germany as well as a sizeable percent of refugees crossing into other EU countries suffer from post-traumatic stress disorder (PTSD). In Germany, for instance, there is no full healthcare services offered to the refugees and nor do they receive enough psychotherapy. With 30 to 40 percent of children suffering from PTSD, enrolling these children in the mainstream educational system will not alleviate the problems they are going through.

Child therapists working with the refugee children in Germany have observed the trauma affecting the refugee children. Muammar Nakhala, a psychologist working with charity organizations in Neubrandenburg, N.E. Germany, explains that unaccompanied children are at great risk of suffering from PTSD (DW, 2017). In fact, majority of the accompanied children show signs of PTSD. The unaccompanied children who cross over to Germany are held in special refugee center for minors. These children are provided with medical care by the center. Children showing PTSD signs are provided with therapy to alleviate their condition. Muammar Nakhala, however, say that the lack of a commonly understood language between the refugee children and the healthcare providers at the center makes it difficult for quality care to be provided, and calls for a same-linguistic and cultural background psychologist to attend to these children (DW, 2017).

Psychological trauma acts as an impediment to integration. According to Nakhala, traumatized children in German minor care centers often live secluded lives. They do not participate in communal activities such as games arguing that they are religiously forbidden. They express their rejection of the western culture and are often aggressive and show signs of extremism. Nakhala gives an example of Ahmed, an unaccompanied child immigrant from Raqqa, Syria, who showed PTSD signs while at a minor care center in NE Germany. Ahmed refused to join school, play with the rest of the children and loathed the German culture. The 16-year-old associated everything around him as religiously prohibited. It took Nakhala and his therapy group six months to reduce the levels of trauma exposure from Ahmed and turn him into a jovial boy (DW, 2017).

4.2 Inadequacy of Resources

Inadequacy of resources is another reason why it is difficult to teach refugees of Asian origin. For European countries to accommodate the refugee children into their educational system, they need to allocate resources in the form of human resources, capital resources and educational facilities. According to UNHCR, 396,705 children made asylum application in Europe in 2016. In the first quarter of 2017, an estimated 50,201 children made their applications in Europe. This is in addition to the hundreds of thousands of children who made asylum applications in 2014 and 2015 during the pick of the refugee migration (Scrase, Bidart, & Todorovska, 2017). Germany, Greece, Italy, Bulgaria and Spain hold majority of the refugee children from Asia.

The sheer number of these refugee children in these countries has put pressure on the educational countries of these nations. While education is a universal right for all children, it has become difficult to offer education to these children. Germany, which holds the majority of the refugee children, is unable to offer education due to the unavailability of sufficient resources to accommodate the refugee children. To meet the new educational demands, four things need to be met; first, more room need to be created for the children, second, more teachers need to be employed to meet the high demand for education, third, the government need to allocate more funds to meet the increased demand for education and lastly, the syllabus needs to be altered to introduce intensive language classes to Asian refugees (Bodewig, 2015).

4.3 Refugees Segmentation

Refugee segmentation refers to settling refugees in different parts of the country depending on the per capita income of the areas (Meardi, Artiles, & van den Berg, 2016). Majority of European countries have resettled refugees in poor neighborhoods with poor infrastructure, limited schools with limited facilities and poor opportunities. According to a report released by Financial Times in September 2017, Germany leads the pack in refugee segmentation (Romei, Ehrenberg-Shannon, Maier-Borst, & Chazan, 2017) ahead of fellow European powerhouses Britain, France, Greece and Hungary. Germany’s weaker areas have housed more refugees than the areas with high per capita in the industrial south.

4.4.1 Germany. According to Germany’s refugee settlement authority, refugees are settled in areas with high housing. Coincidentally, these are the areas with low employment opportunities and low-quality jobs, commonly known as mini-jobs in Germany (Romei, Ehrenberg-Shannon, Maier-Borst, & Chazan, 2017). According to Organization for Economic Co-operation and Development (OECD), Germany failed to consider the local labor market environment when settling refugees, rather concentrating on areas with abundant housing (OECD, 2017). The west of Germany took in high numbers of refugees despite having some of the highest unemployment rates in the country. Concerning job quality, Germany has divided job quality into two systems. Regular jobs are the full-time jobs that have better rewards and offer full social insurance. Minijobs are lower quality jobs that have lower pay and reduced insurance. The west of Germany is categorized by relatively high unemployment while the lower-quality mini-jobs surpass the regular jobs. Southern Germany is the home to most of the German automobile industries such as Volkswagen Group and the Mercedes Group. This area forms the core of the industrial area with most manufacturing industries located in these areas. The people living in southern Germany are well paid, enjoy high employment and high per capita. Majority of the refugees were settled in the western region where they are exposed to high unemployment rates and poor infrastructure.

4.4.2 Britain. Like Germany, Britain refugee segmentation was found to be baffling and shocking. An independent research done by The Guardian revealed that refugees and asylum seekers are five times more likely to be settled in the poorest third of Britain than in the richest third (Lyons & Duncan, 2017). In a report tabled by the Labor Member of Parliament, Yvette Cooper, 57% of asylum seekers and refugees in Britain are located in the poorest third on the nation while only 10% were relocated to the richest third (Lyons & Duncan, 2017). The living conditions of the refugees in the poor third are deplorable; they live in highly concentrated hostels located close together making it very difficult to offer education to these refugee children in areas without access to educational facilities. The following images sum up the segmentation of refugees in Britain (Figures 3, 4, and 5).



Figure 3: Refugees block. Source: (The Guardian, 2017)



Figure 4: Asylum seekers in UK. Source: (The Guardian, 2017)

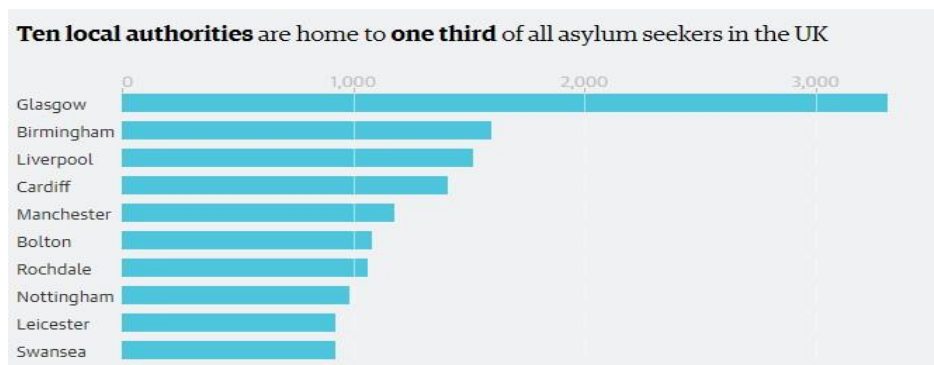


Figure 5: Main cities that provide cover for asylum seekers in UK. Source: (The Guardian, 2017)

4.4.3 Hungary and Greece. Hungary and Greece have seen an influx of refugees over the last few years, albeit mostly used as a conduit channel for the refugees destined for Germany, France and Italy. Refugees have cried foul of the dangers of staying in Hungary citing lack of opportunities and basic needs. A group of students of Syrian origin were interviewed to shed more information on why they did not like their stay in Hungary and wanted to move to Hanover, Germany. The students cited the lack of the opportunity to continue with their studies as a major reason they needed to move away from Hungary (Hartocollis, 2015). Further, they view Hungary as having fewer employment opportunities.

In Greece, the living conditions for the refugees are deplorable and unhygienic. Majority of the refugees still live in tents despite the country having received £268 million for refugee resettlement (Banning-Lover, 2017). They do not have access to water and electricity in addition to other basic needs such as healthcare and warm houses during winter. According to Refugee Rights Data Project, refugees living in Greece experience some of the worst living conditions with lack of necessities as well as stringent restrictions on movement.

It is evident that majority of the European countries have not offered refugees and asylum seekers equal opportunities to make their lives bearable in the host countries. Germany, despite the numerous shortcomings in its settlement policy, seems to have done the best when it comes to provision of safe living quarters for the Asian refugees. While a few other countries have shown some considerable efforts in offering better conditions for refugees and asylum seeker, some countries like Greece have shown little effort. The settlement programs play a key role in the education of refugees of Asian origin. While Germany faces an uphill task of educating refugees of Asian origin due to its decision to settle the refugees in the predominantly poor neighborhoods that lack resources, countries like Greece do not have a program in place to offer decent accommodation to refugees, making it impossible to teach the children while living in the tents.

4.4 Vocational Courses

Kloot Brockmeyer, a Magdeburg-Stendal University of Applied Sciences staff working to integrate refugee students to join institutions of higher learning points out that cultural diversity may put young Asian refugees at loggerheads with their parents should they choose to pursue vocational courses in Germany (Matthews, 2016). While parents from Syria and other source countries may acknowledge the importance of vocational courses, young immigrants might want to study these courses, hence creating conflict with their parents who do not only see degree courses offered in Middle East as the best alternatives to guarantee formal jobs.

4.5 Duration of Stay by the Refugees

Another factor hindering teaching of Asian refugees in Europe is the duration of the stay by the refugees. There is the need to focus on the final destination of the children refugees once the crisis at their source country is over. Should the EU teach them using the EU languages such as English, French, German and Spanish or should the Arab language be adopted? Some of the refugee children reason that they might be in Europe for the foreseeable future, but once the conflict back home ceases, they will be required to go back to their countries. By teaching them using the EU languages, young Asian children will find it hard to translate the western education once they are repatriated back home after the end of the conflict. For refugees who have received temporary stay in EU, there are concerns that they might not receive full permission to stay in the EU for the duration of the conflict, hence they may be forced out of EU before the completion of their education.

4.6 Discrimination and Intolerance

Gun, bomb and knife attacks by extremists coupled with the influx of refugees in the EU has caused jitters among majority of the EU residents who see the refugees as a cause of concern. France, Belgium and Germany have borne the brunt of the attacks carried out by extremists leading to the Islamophobic, xenophobic and anti-immigrant voices among the people (Human Rights Watch, 2016). There is widescale discrimination against the Muslim majority Asian refugees that has been openly showed through demonstrations and talks. According to the Human Rights Watch organization, if the extremist attacks on the EU citizens continue, there could be a largescale discrimination, intolerance and possible persecution of the immigrants of Asian origin (Human Rights Watch, 2016). In 2016 alone, an estimated 3,729 racist attacks and an average of 10 hate crimes against refugees of Asian origin were reported in Germany (European Network

Against Racism, 2017). With such high levels of discrimination especially in Germany, France, the UK and other major refugee host countries in Europe, it is difficult to have refugee children of Asian origin concentrate on their studies due to racism, discrimination and attacks from other students.

5.0 Solution to Integrating Refugees of Asian Origin in The EU Educational System

In pursuit of the EU refugee policies which require host countries to provide education to all school-going refugees, there are several solutions to offering education to refugees of Asian origin.

5.1 Multilingual Classrooms

The concept of multilingual classroom was proposed by policy makers as a likely solution to the problem of language barrier experienced when tutoring students of Asian origin. Refugee students of Asian origin are predominantly from the Middle East countries of Syria, Afghanistan and Iraq who speak Arabic. Although good mastery of the national language of the host country is a requirement for one to be enrolled in any European school, the policy makers in the EU should consider the introduction of multilingual classrooms in the areas with majority immigrant population. For instance, Germany resettled majority of its more than one million refugees on the western part of the country. The country may decide to introduce Arabic in the region to assist learners of Asian origin in the German schools. In the Great Britain, the UK government may introduce Arabic language to complement English when tutoring refugees.

5.2 Vocational Education and Training

Vocational training is considered as important as the regular degree education obtained in institutions of higher learning. While some undocumented learners of Asian origin may fail to meet the requirements to join European universities and colleges, vocational training can be key to providing education to the refugees. Healthcare education at a vocational college in Europe can go a long way in arming the refugee with relevant skills to take care of their fellow refugees at the reception centers and settlement hostels.

5.3 Entry Courses

It is a mandatory requirement for all refugees wishing to join European schools to learn the national language of their host country. Host countries should introduce entry courses in language that will impact the refugees with the required knowledge. In Germany where the entry courses have been introduced, the government needs to make the courses available to all the refugees. This will help refugees further their education during their time in Europe.

5.4 Resource Allocation

Majority of the host countries have inadequate resources to accommodate the huge influx of refugees in the European countries. Germany, for instance, has taken in over one million refugees since the start of the peak period in 2014-2015. It is, therefore, an uphill task providing for this high number of refugees.

Host countries need to build more rooms in case the existing classrooms cannot hold the huge number of new arrivals. For the case of Germany, new space should be created to hold the refugees in schools. The EU provides that classrooms should hold a maximum of thirty students. Due to the influx of school-going students, host countries need to consider matching the space required to the increased demand for education. Likewise, an increase of tutors to match the increased number of students should be observed. When increasing the number of tutors, hiring tutors with special skills to handle the refugee children would be an added advantage. Multilingual tutors with a good mastery of Arabic language would add benefits to the educational system as they would be in a position to reach out to the Arabic speaking students. Finally, the host governments need to provide enough funds to sustain the increased demand for education.

5.5 Provision of Psychological Therapy

According to previous studies, 30-40 percent of refugees crossing over to Europe have been exposed to traumatic conditions in their source country or during the migration process. When children are exposed to traumatic experiences, their psychological development is affected, and they develop PTSD signs such as leading a lonely life, rejecting foreign culture and developing extremist ideas and analysing. Host countries should therefore, provide psychological therapy in schools to examine and take care of such children.

5.6 Remedial Classes

Remedial classes refer to extra lessons offered to students with low-learning skills to keep them on the same level with the rest of the students. Remedial classes are important for students learning intensive language as they need to spend more time with instructors to get a clearer understanding of the foreign language.

6.0 Challenges Encountered Teaching Foreign Language to Refugee Students of Asian Origin

For refugee students migrating to Europe, it is a requirement for them to learn the national languages in their host country for them to be enrolled in the educational system. EU member states advocate for multilingualism for their citizens to promote communication within the member states. However, for refugee students, they are required to acquire decent grades for the national language. With most refugees being settled in Germany, Italy, France, the UK, Greece, Hungary, Belgium, Austria, and a host of other Scandinavian countries, good mastery in the national languages of these countries is mandatory.

Teaching a foreign language as a second language is challenging. Currently, more Arabic speaking Asian refugees are learning German as they have been settled in Germany.

There are a host of challenges experienced by the teacher and students when teaching a second language.

6.1 Over-dependency of the Tutor

Majority of the refugee students are not familiar with the second language prior to the commencement of the foreign language classes. Due to the pressure to master the language within the stipulated time, majority of the students over-depend on their teachers. The students are afraid of making trials for fear of failure, therefore, wait for answers from their teachers.

6.2 Low Attendance

According to the Express, Germany spent three hundred million euros to train Syrian refugees the German language. Unfortunately, the German classes recorded very low attendance as majority of the target students failed to attend the classes (Chrysts, 2017). Low attendance is a problem affecting second language classes as the students consider European languages as difficult, thus do not develop the need to learn.

6.3 Age Difference

Age difference is major problem affecting teaching of national languages refugees in Europe. According to Malvena Myderitska, a German language teacher tutoring Syrians in Germany, the difference in age in students affects the learning outcomes in students. Young students have high ability to learn and comprehend German language as opposed to the aged students (DW, 2017). During her classes, the young Syrian students grasp the concepts with ease, are able to practice on themselves. The elderly students are less likely to grasp a concept during the first lecture and rely on remedial classes to keep up with the young students.

6.4 Reliance on First-Language

Malvena Myderitska describes the challenging of students' reliance on their firstlanguage. In this case, majority of their students converse on Arabic when interacting with each other, hence they do not practice enough German language (DW, 2017). Malvena blames this trait on their low linguistic diversity in their source countries. While many Muslim countries speak Arabic, majority of the European countries have their own national languages. Europeans have to learn several other languages, usually the 24 national languages accepted by the EU, for easier communication. While the culture of multilingualism is deeply cultivated in Europe, majority of Middle East countries advocate for Arabic.

7.0 Solution to Teaching Foreign Language to Refugees of Asian Origin

Malvena Myderitska provides several solutions to teaching foreign language to refugees of Asian origin in Europe. Malvena advises that tutors should not provide all the answers to their students. Tutors should let the students do their own research to develop the love for the foreign language. It is through this self-determination to learn a foreign language that students excel and attain the required grades for 9nalyising in the European educational system. Second, the challenge of low attendance should be dealt with partly by the government. Refugees are entitled to regular maintenance money as well as free food and accommodation. When previously troubled and traumatized refugees get access to these provisions, they may relax and lack the desire to pursue education. The government should step in and offer ultimatums on the importance of taking national languages classes. Psychologists and therapists should also offer encouragement to the refugees to take up these classes to improve their chances of finding jobs in the host countries.

Third, Malvena Myderitska advises that every tutor should understand the age and abilities difference in their classes. Age difference divides the class into different abilities. The tutor should develop a strategy to ensure that slow learners are able to keep up with the rest of the class members. Spending more time with slow learners is one way to ensure the class is on the same level. Lastly, tutors should discourage the use of first-language in these classes. The refugees should be encouraged to converse in the national languages there are learning to enhance their mastery of the language.

8.0 Effective Methods of Teaching European Languages to Asian Refugees

Learning a language is a complex task that combines four interlinked skills- reading, writing, listening and speaking. Majority of Asian refugees speak little or no European languages when they crossed over to Europe, hence ace an uphill task in learning the various European languages dependent on the requirements by the host nation. There are effective ways that can be pursued by teachers and language instructors to help Asian refugees grasp the basics within a short time. Although the challenge of combining students with schooling experience and those with no schooling experience plays out in language classes, instructors can use the following ways to create a level playing ground.

(i) Task-Based Learning

Task-based learning is a twenty-first century method of teaching foreign language as a second language and currently widely used in British schools teaching English as a second language (ESL). According to Christelle Bernard, a foreign language instructor in the UK, task-based learning uses little grammar and textbooks but more of computers, 9nalyising9ic learning tools and audio-visual tools (Gunderson, 2017). This method of teaching Asian refugees involves the completion of a central task by learners who learn as they go about the task. In the pre-task stage, the teacher introduces the topic and gives instructions on how to complete it. The teacher provides the required resources such as game cards and playing a recording. In the task stage, the students complete the task as directed. In the planning stage, students draft a short written or oral feedback and share their experiences with their classmates. The report stage involves class

presentations where students present their reports concerning their experiences. The act of sharing enables the students to learn from each other. The teacher analysis their experiences and points out what language skills they have learnt. Lastly, the teacher gives the students practice assignments based on the learnt topic for further practice.

(ii) Present Practice Produce (PPP)

The Present Practice Produce training course is tailored towards teaching Asian refugees English as a second language (ESL) in a simple and straightforward manner (Brown & Grinter, 2016). In the PPP approach the instructor *presents* the language item to be learnt. In the *practice* stage, learners are required to repeat to-be-learned items through various ways such as matching sentences, filling gaps, speaking out loud and group sharing. By completing this stage, the students grasp language concepts and are ready for the final stage, *produce*. In this stage, the learners are expected to make use of the learnt language concepts to complete communications tasks (Brown & Grinter, 2016).

(iii) Real-Life Subject Matter

Using real-life subject matter is key to teaching European languages to refugees. Real-life subject matter involves things like teaching the refugees how to telephone an electrician, how to ask for a cup of water and how to appreciate a good deed (Mendenhall, Bartlett & Ghaffar-Kucher, 2017). These are the daily experiences refugees go through in their lives in Europe, hence they are able to relate with them. Teaching refugees lessons about a trip to supermarket, explaining a thing about the national holidays of the host country as well as popular TV programs gives the refugees an opportunity to identify themselves with common experiences. In turn, this gives them the inspiration to speak out, and in the process, learn the foreign language.

(iv) Use of Technology

Following the need to learn European languages by both the immigrants and the multilingual Europeans, a host of new technology has been developed to offer lessons to learners. Anki is an open source program that teaches European languages to learners. By signing up, these software programs offer a syllabus-based training course aimed at helping Asian refugees grasp the European language concepts (Caldern, Slavin & Snchez, 2011). The benefits of using these technological applications is that they can repeat one lesson numerous times, have a deep database of vocabulary, and are results oriented.

(v) Use of Social Media

Social media can be harnessed to provide valuable learning experience to European language learners. Language instructors use social media platforms such as Twitter to learn foreign language. An instructor can take his class through 10analysing tweets posted by German speaking students from a German class. By 10analysing the tweets, Asian refugees will identify the underlying concepts in the German language and get tips on how to use German language on the internet (Eaton, 2016). These skills are vital in developing a mastery of any language.

(vi) Using Games

Every child loves to have fun. Language experts argue that by making learning fun, students will gradually develop interest in learning as they will enjoy the language classes. Games that reinforce learning can be used to mentor Asian students. Instructors should introduce games that trigger students to think wide. Games that involve matching sentences, filling up gaps or award points for every right answer can have a great impact on language learners. Games such as Jeopardy and Family Fued encourage students to complete more tasks to earn points. A game is cards is important in helping students comprehend terms and symbols. An instructor can display a card and let the students give the name of the card as well as its use.

(vii) Audio-Visual Learning

Seeing is believing. Audio-visual learning tools are important in helping students comprehend lessons learnt. Audio-visual techniques involve the use of pictures and photographs, videos, maps and cartoons and animations. Students can listen to recordings before beginning their tasks or watch photographs or a video as part of their lesson.

9.0 Conclusion

While majority of the refugees moved into their neighboring countries, like Turkey, Jordan, Pakistan and Lebanon, the dream destination for the refugees was Europe due to the availability of opportunities both for the adults and the children. The European policy of providing refugee students with education was a major pull-power for many of the parents who moved to Europe with their children. However, the influx of refugees from the Asian continent in the last few years has brought about new challenges on provision of education to the refugee children. Majority of the host countries have not been in a position to streamline the educational needs for the students due to the lack of a concrete framework on how to handle such situations. However, they have shown the desire and effort to use education as the major way to integrate the Asian community into the European culture through teaching the refugees their national languages to facilitate communication and interaction.

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