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Refugee/Migrant Children Education and Integration
Rabat, Morocco

Goal: To help Refugee/Migrant children have equal education opportunities by offering language classes.

Background

Sub-Saharan migrant activism in Morocco began after an incident in 2005 at the land borders that Morocco shares with the two Spanish enclaves, Ceuta and Melilla, where a number of Sub-Saharan migrants, asylum seekers, and refugees lost their lives attempting to cross the border.

Thanks to Sub-Saharan migrant activists, Moroccan civil society and the National Council of Human Rights, the Moroccan government created the 2013/14 migration policy (*Strategie Nationale d'Immigration et Asile*), which granted some migrants, asylum seekers, and refugees legal status to live and work in Morocco with the goal of integration. This policy has allowed access to social services such as education. Currently, there are around 7,000 Sub Saharan children officially enrolled in Moroccan schools. This project will target students who are already in school (50% of students), and migrant children who are not yet enrolled and need the support of this project (the other 50%).

Collectif de Communautés Subsahariennes au Maroc (CCSM), defends the rights of migrants, asylum seekers, and refugees, and advocates for their integration into Moroccan society. Last year, CCSM received a grant from the United States Agency for International Development to advocate for migrants and refugee children's education in Morocco. One of the key findings of this project was that Sub Saharan refugee/migrant children lack the language skills to succeed in Moroccan schools. This can lead to lack of employment opportunities and integration into Moroccan society. Further, lack of language acquisition for Sub Saharan children can also lead to conflict between them and Moroccans.

Project Summary

Morocco's 2013/14 migration policy has allowed migrants and refugees the right to live in Morocco without the fear of deportation. CCSM has been able to support sub-Saharan migrants, asylum seekers, and refugees in the legalization procedures that took place in 2013/14 and 2016/17, as well as carry out projects that raise awareness of migrant/refugee rights. Despite the stated initiatives, migrants and refugees still lack equal access to the education system in Morocco.

The Davis Peace Project will allow migrant/refugee children the right to an education aligned with Morocco's *Stratégie Nationale d'immigration et d'Asile*. I plan to provide free French and Arabic classes to Sub Saharan migrant/refugee children in Rabat. I will hire Moroccan teachers to teach French and Arabic courses to Sub Saharan children. The goal in hiring Moroccan educators is for them to become aware of what it is like to educate Sub Saharan children. We will have an orientation for the program where a CCSM worker will explain to migrant/refugee parents, the rights their children have to access education according to Moroccan national law and international agreements.

Project Implementation

I will arrive three weeks before classes start to ensure that all the logistics are in place. We will rent spaces for classes to be held at the Maison de Jeune in the neighbourhood of Takadoum (a Sub Saharan ethnic enclave in Rabat). CCSM is well connected with the director of the Youth Center as well with diaspora communities and NGOs working with Sub Saharan children and unaccompanied minors in Takadoum. We will offer three different levels of French and Arabic courses: beginners, intermediate, and advanced. Thus, we will have a total of six Moroccan teachers, and 20 class participants in each level for each language (120 total students). Classes will be held four days a week, for two hours a day. The program will run for six weeks. CCSM is in contact with Moroccan teachers and will help me access them. CCSM will also serve as the link with parents, and will give an orientation explaining the rights of refugee/migrant children in Morocco concerning education. CCSM workers will also train the Moroccan teachers and explain to them the needs of migrant/refugee children.

Timeline

Week 1, July 1-7	-Arrive in Morocco. Meet with CCSM and the Youth Center to ensure classroom is ready. Buy School supplies. Meet with Moroccan teachers.
Week 2, July 8-14	-Student enrolment/ Parent Orientation with CCSM workers giving a workshop on the right of education for migrant/refugee children -CCSM will provide a training on refugee/migrant children to teachers
Week 3, July 15-21	-Classes start, they will be held Mondays/Wednesdays (Arabic) and Tuesdays/Thursdays (French) from 12 p.m. - 2 p.m. for each level
Week 4, July 22-28	-continuation of classes -meeting with Moroccan teachers
Week 5, July 29- August 3	-continuation of classes/ mid program oral presentations for students -CCSM will have a workshop with parents to ensure all students will be enrolled in Moroccan schools for the next school year
Week 6, August 4-11	-continuation of classes/check in with Moroccan teachers
Week 7, August 12-18	-continuation of classes
Week 8, August 19-25	-oral presentations for students/CCSM finishes report for other donors

Expected Outcomes

Short term: Migrants and refugees who participate in the classes will be educated on the languages they need (French and Arabic) to succeed in the Moroccan education system and to integrate into Moroccan society. Moroccan teachers in the program will be educated on the necessities of educating migrant children. Migrant parents of the children in the program will know fundamental rights regarding the procedures of access to education for their children.

Long term: Migrant/refugee children will have access to education without discrimination.

Sustainability: CCSM will use this as a pilot program, which they can then propose to the Ministry of Education and Ministry of Foreign Affairs, as well as other funding agencies (i.e. the E.U., International Migration Organization etc.) to fund similar projects in other cities in Morocco.

Indicators of Success

- We will meet with Moroccan educators periodically to ask them about student performances.
- Students will give oral presentations in week 5 and week 8 to measure language improvement.

Promotion of Peacebuilding

Having access to equal education opportunities is key for child development, and can later impact life opportunities (i.e. better employment options, integration into Moroccan society etc.) Sub Saharan refugee/migrant children experience difficulties in Moroccan schools because their home languages differ from languages in the Moroccan education system. Article 28 of the UN Convention on the Rights of a child states that "States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity." This grant will ensure that Sub Saharan children can succeed in Moroccan schools and have equal education opportunities. This initiative will also contribute to peace in the community and the avoidance of conflict among Sub Saharan migrants and Moroccans by equipping migrant children with the language skills they need to better integrate into mainstream society.