



**THE IDEOLOGIZATION OF THE MEDIA :**

***A REALITY TO FEAR***

- Ali GEDIKOGLU

***THE FUTURE OF YOUNG REFUGEE...***

**EDUCATION A CHANCE OR A CHALLENGE ?**

- Sati ARIK





The  
**Diplomatic**  
**COJEP**  
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**COJEP**  
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### « The Cojep Diplomatic Newsletter »

*We came together with Cojep World Network as people of different languages and races from different parts of the world, centered on compassion and justice.*

*Each of us strives to be the voice of the other. Yes, we are all victims of wars, invasions, migrations. And we all have dreams, hopes and projects ..*

*However, we have difficulties in making our voices heard, finding partners in our projects and mobilizing people. We are the Cojep World Network to overcome all these difficulties. We must create new instruments by bringing our minds, knowledge and energy together.*

*The monthly Cojep diplomatic newsletter started to be published for this purpose. In the next issue, we will publish news from Asia, the Middle East, Africa, Central Asia, the Balkans and America, reports and articles prepared in different specialties. It is up to all of us to make your newsletter a respectable and prestigious one.*

*Our Cojep regional coordinators (please see our presentative diagram) will assume the maximum dissemination and distribution of the newsletter in their country and region countries.*

*Such reports will be published in the Cojep diplomatic newsletter, so that international organizations decision makers should refer to our newsletter as a reference.*

*Good luck to our regions and Cojep family already.*

*freedom forever, justice forever*

**Ali GEDIKOĞLU**  
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06-01-2021 - Strasbourg, FRANCE





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## \* EDITOR IN CHIEF \*

*Dear readers welcome to the third edition of COJEP DIPLOMATIQUE. The entire COJEP INTERNATIONAL team wishes you a Happy New Year! In the hope that the pandemic will disappear quickly and that life will resume its normal course as soon as possible! We have all been particularly affected, so we have great hope that the coming good days will also bring good news. Once again, happy new year! You all have our best wishes for health and prosperity! In this issue you will find an analysis on the media by our President, Mr. Ali GEDIKOGLU, and a report on refugees from our Coordinator at the Council of Europe, Sati ARIK.*

*See you soon by our side,*

**KELES Dudu / Editor in Chief**



The  
**Diplomatic  
COJEP**

*freedom forever, justice forever*



# THE IDEOLOGIZATION OF THE MEDIA EATS AWAY AT FRANCO-TURKISH FRIENDSHIP



I would like to share with the readers of the Anadolu Agency (AA), my experience and my observations as a French citizen of Muslim faith, who has become the recurring target of ideologized media.

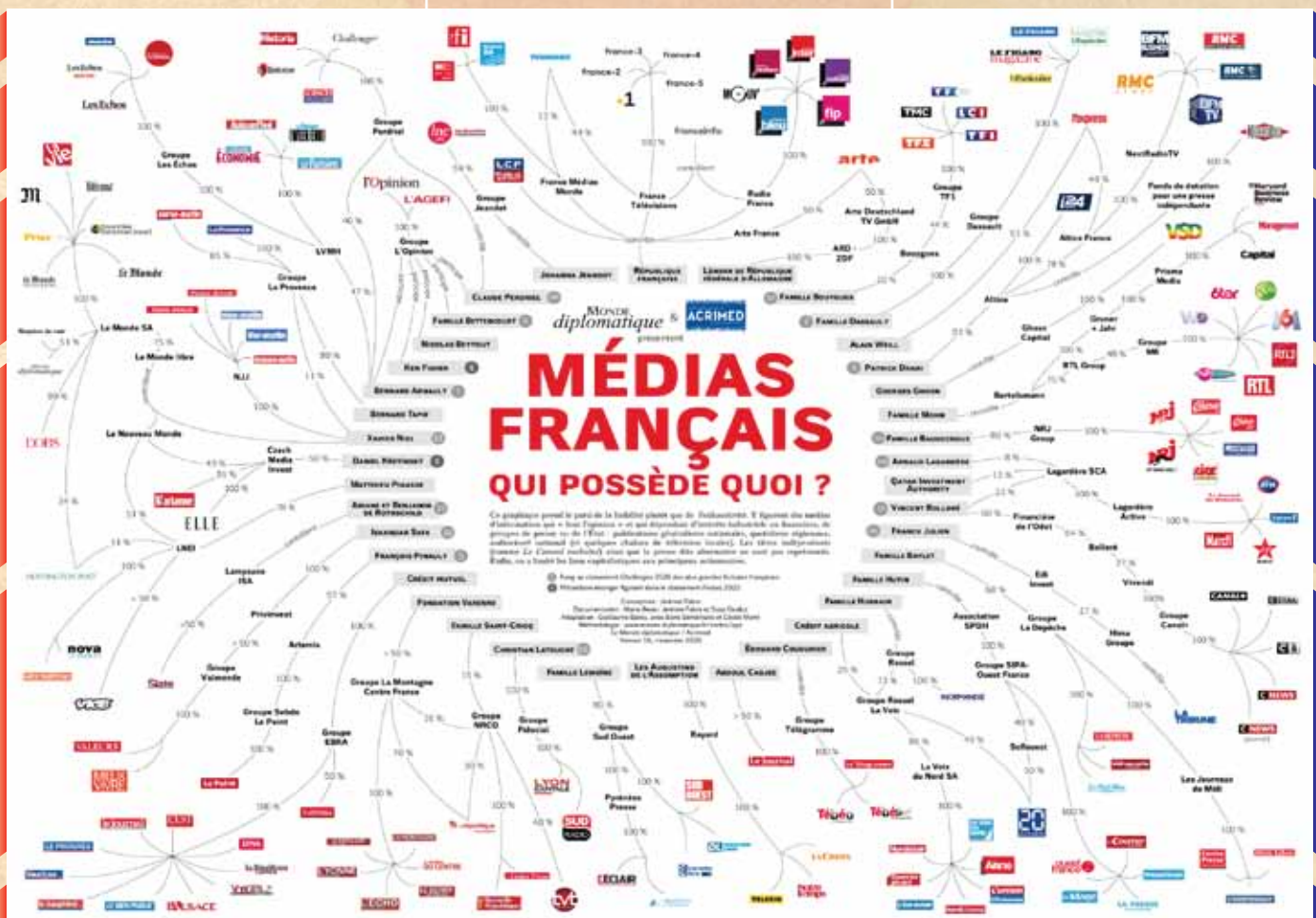
I consider that there are two kinds of media in

France: ethical media and ideological media.

Media that are concerned only with reporting and informing the public are ethical media, like the news website "Mediapart". It is often media that we try to silence, and these are now in the minority, even in the process of disappearing.

As for the ideological media concentrated mainly in the hands of a few industrialists, they engage in journalism by dividing citizens into "those who are with us and those who are against us". For them, it doesn't matter

what you say or what you do. Thus, the journalists of these ideological or ideologized media write about you, only through the prism of an ideology constituting the editorial line of this media. Within the framework of this ideologized journalism, mainly Muslims and immigrants are treated as enemies. These ideological media do not limit themselves to attacking you, to wanting to discredit you, to humiliating you. They also target everyone close to you, be they politicians, artists and even journalists around you.





They want to create a vacuum around you through their broadcasts, their reports, their editorials ... For them, you have no reason to be Muslims. Thus, the rare politicians and intellectuals of Left or not, who denounce and who consider "*the law on sepa-*

*ratism*" contrary to human rights, are immediately discredited and accused by these media of being the flagship of "Islam-leftism". However, as political science researcher Samuel Hayat reminds us, the notion of "Islam-leftism" is a concept of odds and

ends. Indeed, according to Hayat, this word is summoned by these ideologized media in order to bring together those who want to do battle with Islam and Muslims, while delegitimizing the intellectual left and the social sciences.

L'OBS > BIBLIOBS

## « Islamo-gauchisme » : un mot pour bastonner

TRIBUNE. Pour Philippe Marlière, professeur de sciences politiques à l'University College de Londres, pris à partie par « Valeurs Actuelles », le terme, violent, est conçu pour intimider les universitaires qui dénoncent les discriminations contre les musulmans en France.

### - Methodology of ideological media

The ideological media have a standardized methodology. This is a method of elimination that first determines which targets to destroy. To illustrate this situation, let's say that the

chosen target is Turkey and its president, Recep Tayyip Erdogan. To go in this direction, these ideological media will first place semantic benchmarks, generally nourished by prejudices. Thus, Turkey will first be identified as a

country in the Middle East; the journalists of this ideologized press will very often use terminology aimed at reinforcing this orientalist semantics, with words such as "harem" or "hammam" nourished with pejorative connotations.

## Turquie. Le harem, "une école" pour les femmes, vraiment ?

EUROPE > TURQUIE > AL-MONITOR - WASHINGTON

Then it is the president himself who is attacked without restraint. Thus, the democratically elected president becomes

"sultan", "authoritarian", a "neo-Ottomanist" "dreaming of reconstituting the Ottoman Empire" because he fights terrorism target-

ing his fellow citizens, and that the interests of France come into play. conflict with those of Turkey.



## GÉOPOLITICO SCANNER

# Face au néo-sultan conquérant Erdogan et à l'islamofascisme, la "politique de l'apaisement ne paie pas". Entretien choc avec le député européen chypriote Costas Mavrides

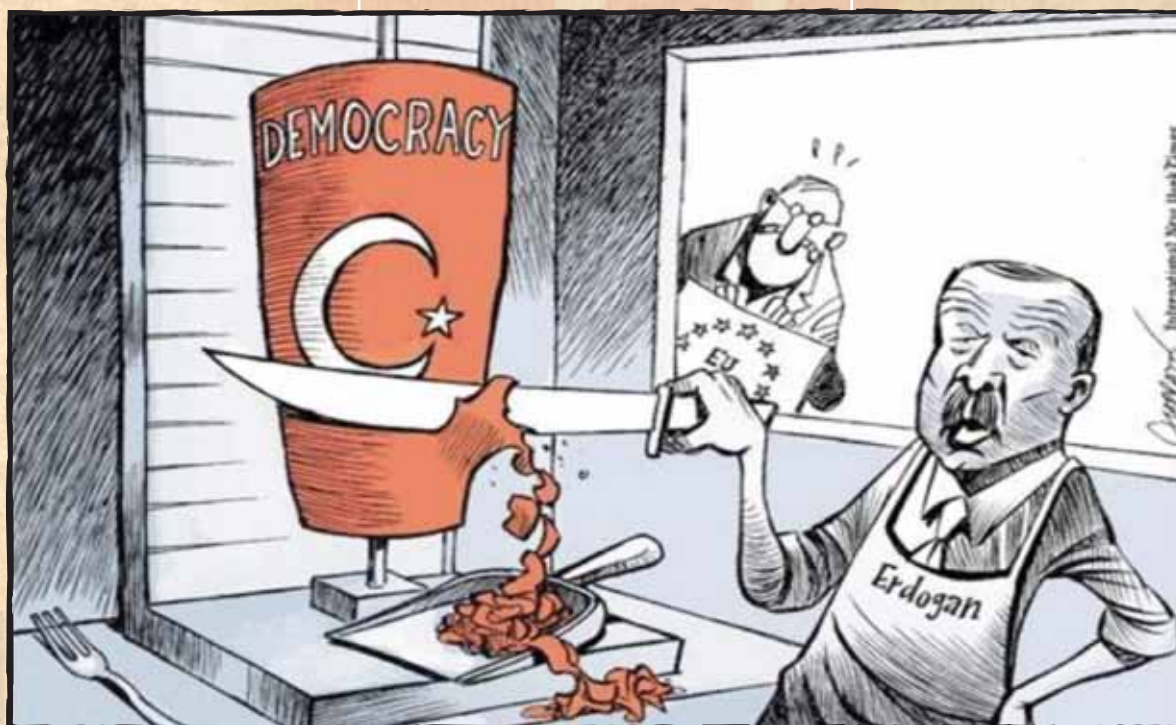
Alexandre del Valle revient sur le Sommet européen du 11 décembre. Des sanctions lourdes devaient intervenir face à l'expansionnisme de la Turquie. Alexandre del Valle a rencontré au Parlement européen le député le plus actif sur ces questions graves : Costas Mavrides.

### - Simultaneous and well-coordinated attacks

The ideological media will not stop there. They will endeavor to permeate their prejudices in all strata of society by diversifying the form of their attacks, in particular by appealing to cartoonists. To drive the

point home, certain academics, sociologists, so-called "specialists of Turkey" will come into play in order to bombard the public with false information and disconnected from reality, within the framework of this ideological war. Then, in a synchronized fashion, the national,

regional and local newspapers will relay these news, gradually reaching all layers of society. Thus, inevitably, Turkey and its President Erdogan will be demonized by these same media ostrich in the face of the reception and glorification of a true dictator like the Egyptian Sisi.



When it comes to groups whose ideology is close to that setting the editorial line of these media, journalistic ethics evaporate and give way to ideological solidarity.

These ideologized media show no critical thinking vis-à-vis those who - in France and in the world - act in the lineage of the armed terrorist group PKK and its political branch the

HDP; and above all, these media will never accuse them of being PKK pawns, as they can accuse others of being "Erdogan's pawns" ...



## Ali Gedikoglu, un chef de file des pro-Erdogan en France, visé par une enquête judiciaire

Le tribunal de grande instance de Paris a ouvert une information judiciaire en 2017 à la suite d'une plainte déposée contre Ali Gedikoglu, qui réside à Strasbourg et est président de l'association Cojep international, l'un des acteurs centraux des réseaux pro Erdogan en France.

Pour bien  
démarrer

On the contrary, the activists of this terrorist organization are put on the front page of fashion magazines in order to make them heroine, because of this blind idealization of the PKK and HDP line, including on channels like ARTE where the fraternity political ideological prevails over the violence and irreversible destruction caused by the terrorist acts of the PKK.

The ideologization of editorial lines is so obvious that those who intervene to talk about Turkey are always the same people,

hostile to Turkey. What unites these politicians, academics and journalists in common is their hostility to Turkey and President Erdogan. The contents of these ideologized media never give voice to Turkish citizens supporting Erdogan's policies; these majority citizens in the country ...

### - Ideological media stoke hatred

It must be said that the ideological media do not hesitate to deceive French public opinion with biased and - it should be added -

ideologized publications. Trying to polarize society, these media, by virtue of their own ideological orientations, point to Islam and Muslims as enemies of society.

For the ideas I defend, I was prosecuted and then tried in Paris for two years, before being fully acquitted. These media are not even consistent in the values they claim to defend, including freedom of expression, allowing themselves to sue those who do not think like them.

## Le réveil turc Vers un nouvel empire ?



It must be recognized that Turkey has changed in 20 years and is governed by different actors. Let's not forget that those who nurture the spirit of confrontation are doing both a disservice country. Some of these former actors who have nothing but hatred of

Turkey in their mouths poison the 500-year-old Franco-Turkish friendship. In fact, the tensions between France and Turkey over Nagorno-Karabakh, Libya, Greece and the crisis in the Eastern Mediterranean undeniably emanate from these

ideological media seeking to make matters worse. However, common ground is not that hard to find. I repeat: the biased and hostile editorial line of these ideological media places the French state in a difficult position to hold, both inside and outside its borders. In order to nurture friendship between peoples, as well as national cohesion, I call for more ethical media.

**Ali GEDIKOĞLU**  
Chairman Cojep international



# FRANCE EDUCATION SYSTEM AND REFUGEES



## 1. Introduction

The Syrian conflict began in March 2011 and has caused the world's largest humanitarian crisis in recent years. The situation and the living conditions of refugees in European countries continue to deteriorate but also, it's a major social problem, economic and political repercussions threaten the internal balances of these country.

In 2018, to support improving the conditions for Syrian youth and their host communities to access education, several projects by Turkish and European NGOs have come together to work together for a "crisis and exit from crisis" - a project targeting Syrian refugees and host populations. With more than 4 million refugees, Turkey has the highest refugee in the world. More than 95% of Syrian refugees in Turkey live in camps in Şanlıurfa, Gaziantep, Hatay, Kilis, Mardin, Adana, Kahramanmaraş,

Adyaman, Osmaniye and Malatya. Thus, more than 53% of children and adolescents under the age of 18 are in a precarious education often difficult for various reasons or mainly because of the language barrier. But it's important to note that now the Syrian adolescents in Turkey see in these last years important integration on the area of education. Turkey counts today 185,027 foreigners students, among them 37,337 are Syrians.

## 2. What are the needs?

An estimated 362,000 refugees and migrants risked their lives to cross the Mediterranean in 2016, of whom 181,400 reached Italy and 173,450 in Greece. In the first half of 2017, more than 105,000 refugees and migrants entered Europe in precarious conditions without access to housing or health care and the most important is the denial of education for their children or teachers who are not trained in the situation. Education is "a way to help children heal, but it is also an essential tool for rebuilding their countries," said Filippo Grandi, United Nations High Commissioner for Refugees.

**"Without education, the future of these children and their communities will be irreparably darkened".** While more than 4 million registered refugees live in Turkey- among them, Syrians, Iraqis, Afghans, Iranians and Somalis, among others. The vast majority of them live in camps, where refugees have access to shelter, health care, education, food and social activities.

Most Syrian refugees and many refugees of other nationalities live outside the camps, in very difficult conditions and with very few resources. In principle, registered refugees have access to public services, including health and education <sup>1</sup>

*Education transforms lives and is at the heart of COJEP's mission to build peace, eradicate poverty and promote sustainable development. Education, and in particular education beyond primary school, remains a dispute area in the humanitarian response to the crisis in Syria.* To build on the results already achieved and consolidate its action, COJEP INTERNATIONAL has amplified its response by focusing its efforts on the educational inadequacies of young Syrians in Europe - in particular in



France. COJEP INTERNATIONAL proposes the *"Closing the Educational Gaps for Young People"* program, which will aim to expand access to secondary and higher education and improve its quality and enable the construction of education systems resilient for young people aged 15 to 30 affected by conflicts in Syria and the rest of the region.

### 3. Education: building a future

To understand a situation where the future can be built, it is necessary both a civic education and an understanding of work and employment, in order to be able to play a role in the political and social life of the group and the society in which this group will be included. *The education it's a key for to build the future :*

**a)** Although the development of a critical mind is one of the noblest educational goals, the educational process itself should not have a negative foundation (To paraphrase the German philosopher Adorno, in this kind of education one must aim for the good life within the limits of the bad). The education of all refugees and displaced persons must therefore be based on this positive foundation: at least they have a chance, and they have the opportu-

nity to transform a life-saving existence into an active one .<sup>2</sup>

The positive concept can be based on Hannah Arendt's assumptions that being born is positive in itself and allows a person to participate in public activities, which is necessary for refugees and displaced persons to break free from the they didn't want to. <sup>3</sup>

**b)** Civic virtues, which can also serve as guidelines for program orientation, are primarily : <sup>4</sup>

- Citizenship
- Feeling of ownership
- Responsibility in the "Republican"sense
- Acceptance of the rule of law and essential
- institutions
- Reliability and confidence

These five virtues are necessary for the construction of democracy in any society. For refugees and many displaced people, it is essential to answer the question: who's the society? There are two fundamental concepts: the return to society or an original environment and integration into a new, foreign, different or even opposing society. Citizenship and a sense of ownership are qualities developed long before they are formalized, for example, by naturalization or the granting of a new "nationality".

The transition from refu-

gee to citizen status (with or without the intermediate stage of the cocitizen, i.e. second-class citizen) is crucial for any education. **Without the active participation of refugees and displaced persons in their own training processes, there is little chance of success.** The term "republican" means, on the one hand, the rule of law in the community of refugees and displaced persons, regardless of the behaviour and attitudes of peers and the surrounding "normal" society, and on the other hand, the respect for certain "public" spheres, as opposed to the "private" domain. It is also useful for education to prepare for a relationship of trust between citizens and key institutions, such as schools, health systems, social protection and general administration. The citizen and the institution must be reliable and trustworthy.

<sup>1/</sup> <https://www.unhcr.org/news/press/2018/8/5b862f424/millions--refugee-children-schooling-unhcr-report-shows.html>

<sup>2/</sup> <https://www.unhcr.org/56bb369c9.pdf>

<sup>3/</sup> <https://www.law.ox.ac.uk/research-subject-groups/centre--criminology/centreborder-criminologies/blog/2017/10/what-can-hannah>  
<https://www.corteidh.or.cr/tablas/r22419.pdf>

<sup>4/</sup> <http://assembly.coe.int/nw/xml/XRef/X2H-Xref-ViewHTML.asp?FileID=10365>



**c)** It is clear that basic education for all refugees and displaced persons must follow the usual divisions according to age and ability. But for these people it is even more important to establish an early link between individual development and the World of work. If it were often not used cynically, we should adopt the main objective of EU policy, 'employability'. But in most cases, regular employment is unthinkable. Preparation through training and civic education must therefore be directed even more concretely towards the practical skills of each young person or adult, in order to enable him to earn a living through regular work (It is one of the civic aspects of education to prevent people in general, and refugees and displaced people in particular, from slipping into a criminal career simply because they have never learned to work and would never be given opportunity to do so).

**d)** To return to the important decision as to whether refugees and displaced persons should be integrated as soon as possible into their new environment, or to live according to the imperative of return, the educational consequences are essential, both for civic educa-

**tion and career prospects.<sup>5</sup>** Integration requires a functioning public education system, ready to absorb a number of refugee children or adolescents. As long as language is not a big problem, and religion is not really a divisive factor, such a strategy is sometimes recommended, especially if foreign aid can easily be directed to the school system, and if teachers are available. (This was the case for many Macedonian-Albanian refugees in 2001, who had good educational opportunities in Kosovo for some time, many of them without clearly thinking about returning, others ready to leave as soon as possible). Of course, such a strategy requires a timely distribution of refugees and displaced persons in the community, again with respect to traditional sectors. Civic education in this context should focus on a dual value system, that is, allowing learning to be differentiated from the cultural context of origin and the new. In the professional field, competition for attractive work environments should be considered in particular. If, however, return is given priority, the educational consequences very different: the preparation for the return must be central.

The structure of the pilot

project can serve as a model, also adaptable to the situation of refugees and displaced persons. The return strategy requires that the environment of refugees and displaced persons be treated "as a foreign country". If integration into the surrounding society is not the goal, conviviality and socialization must be prepared differently: from the point of view of refugees and displaced people, gratitude, respect and acceptance of temporary rules are becoming more important.

Of course, the intermediate stage of waiting and preparing for return should never lead to a situation of isolation with characteristics of segregation or even retention (as in Australia), and it is important that education reflects temporary and permanent living conditions and value systems. Civic education can use this situation by choosing a comparative approach, in order to offer returnees a positive and open follow-up of their stay in a host country. Vocational training, on the other hand, must mainly reflect the situation that awaits returnees after their return, rather than the actual labour market conditions in the host country.

<sup>5</sup>/<https://ec.europa.eu/eurostat/documents/3859598/9315869/KS--GQ-18-004-EN-N.pdf%20>



## Notion of refugee in France and Procedure<sup>6</sup>

For beginning, it's important to define the statue of refugee in France, and briefly explain the procedure for to acquire this statue. Refugee status can be granted on three bases in France: The Geneva Convention on the Status of Refugees of July 28, 1951. Refugee status is issued to "any person who (...) is reasonably fearful of persecution on the basis of race, race, religion, nationality, membership in a particular social group or opinion is outside the country of which it is a national and may not, or by reason of this fear, not wants to claim the protection of this country"; the so-called constitutional asylum, which derives from paragraph 4 of the preamble of the 1946 Constitution. Refugee status is granted to "any person persecuted by reason of his or her freedom"; and the mandate of the United Nations High Commissioner for Refugees (UNHCR): recognized as a refugee by UNHCR on the basis of Articles 6 and 7 of its statute. The demand for asylum is examined by the OFPRA, either in normal procedure or in procedure accelerated. Under fast-track, review times are shortened 7 to 15 days but you get the same guarantees that in normal

procedure. OFPRA has, moreover, always the possibility to reclassify the request in normal procedure if he deems it necessary in view of your file or your situation particular.

Once the application has been registered by OFPRA, a notice of interview is received by the applicant. The applicant may be exempt from maintenance in only two cases:

- when the information the applicant have provided in it file is sufficient for the OFPRA to grant refugee status;
- when medical reasons, lasting and beyond the applicant's control, prevent him from presenting and taking part in an interview.

The favorable decision: If the application is the subject of a favorable decision, the applicant: will be recognized as a refugee, and the OFPRA will then transmit a decision recognizing the status of refugee;

The adverse decision: If the asylum application is rejected, the OFPRA will send the decision written in French and a document, translated into a language that you reasonably believe you understand, you indicate that your application has been rejected. The applicant may challenge the decision in the National Asylum Court (CNDA) within one month from the date of his / her notification.

## 4. Education system in France

We can see a desperate situation accompanied exceptional measures. France plans to take in 24,000 refugees over the next two years, in accordance with the distribution plan drawn up by the European Commission, and to best integrate children and young migrants, or "allophone pupils "newcomers" as cited by the Ministry of National Education. In this context, schools and universities, even the Sorbonne, are opening their doors.<sup>8</sup> The massive influx of refugees into the European Union in recent months has forced EU states to mobilize to help them. While the European Commission is organising itself to distribute these new arrivals among the different Member States, some States are already implementing the provisions to ensure their reception and integration.

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<sup>6</sup>/ <https://www.ofpra.gouv.fr/fr/asile/les-differents-types-de-protection/le-statut-de-refugie>

<sup>7</sup>/ [https://www.ofpra.gouv.fr/sites/default/files/atoms/files/guide\\_de\\_procedure-ext\\_web\\_10-11-2015\\_vd.pdf](https://www.ofpra.gouv.fr/sites/default/files/atoms/files/guide_de_procedure-ext_web_10-11-2015_vd.pdf)

<sup>8</sup>/ [https://www.unicef.fr/sites/default/files/userfiles/file/Rap\\_Syrie\\_2ans.pdf](https://www.unicef.fr/sites/default/files/userfiles/file/Rap_Syrie_2ans.pdf) circulaire n° 2012-141 du 2-10-2012, « Scolarisation des élèves Organisation de la scolarité des élèves allophones nouvellement arrivés », Ministère de l'Education Nationale, 2 octobre 2012.



In France, the National Education is organized to allow the integration of children and young people: the school is indeed compulsory since the laws of Jules Ferry in 1882 for all children from 6 years old residents France. If 6,700 students have already been announced this summer for the start of the new year, the figure compares to Turkey, which hosts more than 850 thousand Syrians of school age and this year 483 thousand Syrians will be welcomed for the start of the school year, announced the Minister of National Education, Mr. Ismet Yilmaz. While the French Ministry of National Education anticipates an additional 4,000 to 5,000 refugee students per year, according to a ministry report that shows that one in three refugees is a child. Not to mention young people over the age of 16.

### **5. The reception of refugee children in the first and second cycle <sup>9</sup>**

According to the “annual risk analysis” published by FRONTEX, the European Agency managing operational cooperation at the external borders of EU Member States, refugees are mainly in 2015 from Syria, Afghanistan and Africa.<sup>10</sup> Newly arrived children have little or no command of the French lan-

guage. The organization in place to integrate them into the education system stems from the circular of 2 October 2012 and presents itself as follows.

First, they must pass tests to be properly oriented: the CASNAV – an academic centre for the schooling of newly arrived Allophone children and children from travelling families and travellers-is the institutional body responsible for welcoming these children and assessing their educational level and distributing them to primary and secondary school. However, if the ultimate goal is “inclusion in mainstream classrooms”, the child’s schooling may require “temporarily special accommodations and arrangements”. The establishment of UPE2A or educational units for arriving allophone <sup>3</sup> students serves as a transitional step for the vast majority of these children and young people, offering undergraduate school support (additional hours) and a grouping of these specific students in secondary school (at first, young people share only certain courses in “normal” classes). While the over-16s are not under the obligation to educate, the circular stresses that these young people “must benefit, as far as possible, from exist-

ing reception facilities” to access the mastery of the language (oral and written) and develop their professional project to integrate training.

### **6. What about higher education?**

The French state is mobilizing for the integration of children into the school system, on the other hand, the integration of young people and students remains unclear and is not on the political agenda of the Ministry of Higher Education and Research: At the 2015 student press conference held by Najat Vallaud-Belkacem and Thierry Mandon, the issue of welcoming foreign students was discussed without specifying the particular case of refugees from the migration crisis.

The Conference of Presidents of the University (CPU), bringing together executive leaders from universities and higher education and research institutions (such as higher normal schools, INP, INSA...) has demonstrated with a single to receive “refugees from conflict-affected countries”.<sup>11</sup>

<sup>9</sup>/ <https://www.unhcr.org/steppingup/primary-education-closing-the-gap/>

<sup>10</sup>/ Agences de l'Union Européenne : FRONTEX : <http://frontex.europa.eu>

<sup>11</sup>/ « Accueil des réfugiés dans les universités », Conférence des Présidents de l'Université, 17 septembre 2015 « Pour l'accueil des réfugiés dans les universités », un collectif d'universitaire, Libération, 12 septembre 2015 <http://www.cpu.fr/actualite/accueil-des-refugies-dans-les-universites/>



As a result, universities have committed to “accompanying young adult refugees, who hold an OFPRA receipt, who wish to pursue a higher education course or receive university-level training in order to facilitate their integration into French society”. For some academics, however, these proposals are still insufficient compared to the solidarity arrangements in other EU countries such as Germany.

## 7. The Sorbonne

The opening of the doors of some universities and the establishment of adapted arrangements bear witness to this outpouring of solidarity: for example, the University of Nanterre, which already welcomes about 20 refugees each year, the University of Strasbourg, or the renowned Pantheon-Sorbonne University (Paris 1). On 15 September 2015, Philippe Boutry, President of The Pantheon-Sorbonne University, sent a press release to all his students and university members to announce the welcome of a hundred refugee students for this new year, offering adapted to their needs to access diploma courses (licence and master's degree). But any humanitarian and solidarity action has a cost and the Emir of the State of Qatar wanted to financially

support this action in order to contribute up to 600,000 euros (by signing a protocol) per year over three years. “Living and housing costs for Syrian refugee students”, with the aim of training “in its major areas of training and research (law and political science, economics and management, the humanities and the arts)” the future frameworks that the Middle East will need to develop and rebuild.

Reality of universities in France faced with refugees arriving in France, the French state accompanies the reception and integration of children and young people but seems to forget the over 16s. At one and slow to react, universities are slowly opening their doors to refugees. But some agreements, such as that of Pantheon-Sorbonne University with the State of Qatar, tainted by corruption and accused of human rights violations (i.e. the inhumane treatment of Nepalese workers working for the World Cup of football 2022), cause controversy over the management of this reception and generate controversial questions about the interests of investor countries such as Qatar. To this day, the subject of everyone's responsibility, from public institutions such as universities and schools to Euro-

pean host states, has been predominant. German universities have already put in place arrangements that take into account the situation and the specific needs of refugee students.

On the contrary, the first proposals made by the Conference of University Presidents 6 are too limited since they merely take up arrangements that already exist: asylum seekers already have the right to register at universities without due process and apply for exemption from tuition fees. University presidents should put pressure on another point: that asylum seekers, like any foreign student, be able to work to support themselves. However, French law does not give this right - including after nine months of proceedings before OFPRA, and in violation of European Union law. But who to a real hospitality project that would take the pedagogical dimension seriously? This is essential to enable people who are traumatized, without resources, without contact and often without sufficient knowledge of French, to study in good conditions, with a view to finding professional opportunities in France and to integrate into our society. Beyond that, it is a question of affirming knowledge and



the sharing of knowledge as universal values; it is a question of making the university a leading social actor in the face of a migration crisis unprecedented since the Second World War.

This requires minimizing bureaucracy and flexibility in administrative procedures, including validation of achievements. As the texts provide, OFPRA has a central role to play in certifying the equivalence of diplomas. The French Office for Immigration and Integration (OFII), which has become the linchpin of the reception of asylum seekers, must also accompany them in their efforts, helping university authorities to take into account their particular vulnerability. It is imperative that they benefit from a specific and individualised accompaniment, with a single interlocutor, provided by the university; the establishment of tandems or tutoring of students can only complement this institutional commitment.

Those who wish to do so could also be offered the possibility of a first registration similar to that of foreign students on exchange, but free, which would give access to a year of study to familiarize themselves with the system. French academic, to learn enough French but also to develop relation-

ships with other students, and to attend the courses of their choice (or even to validate them) in this first orientation period that would precede, for those who wish to do so, the final registration in a specific sector. Asylum seekers who need it will need intensive French courses - well beyond the OFII benefits.

Universities will therefore have to develop the existing supply, which of course requires additional funding from the Ministry or the European Union. All this should be made visible and accessible through specific pages, also translated into English and Arabic, on university websites.

Finally, universities should seize the opportunity of welcoming these refugee students to think about enriching their training and student life. The theme of migration could be given an increased place in research and teaching. Specific training in the right of asylum and the law of foreigners would enable us to train our students in a social reality, as well as training in the intercultural and foreign situation of future legal professionals, doctors, teachers: why not develop internships for them in reception centres? Such initiatives could also be a means of actively involving refugees in the life of the settlement,

entrusting them with the organization and animation of conferences or "intercultural dialogues".

## **8. Exclusion from the school system**

But the current situation is that universities today must be institutional and not only rely on volunteerism or the "traditional" DIY and emergency system as such is currently the case in France at all stages. School. Detention centre, parallel schools, geographical segregation. In a report, UNESCO is concerned about the lack of access to quality education for migrant and refugee children in host countries.<sup>12</sup> The number of school-age migrant and refugee children worldwide has increased by 26% since 2000, UNESCO says in a report published on 20 November.<sup>13</sup> If they were all in school, they would now fill half a million classrooms. Unfortunately, this is not the case. In many countries of arrival, we find that they remain excluded from the national education system. Over the past two years, migrant children have missed 1,5 billion school days. Despite the Global Compact for Migration Pact, a UN initiative to

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<sup>12</sup>/ Rapport mondial de suivi sur l'éducation c/o UNESCO : <http://www.unesco.org/gemreport>  
<sup>13</sup>/ Rapport de l'UNICEF : La situation des enfants dans le monde, 2011.



improve the education of migrant and refugee children. We are concerned about the situation of asylum-seeking children in detention, “who have limited access to education, when they are not completely deprived of access”.

Another cause for concern is the use of a parallel education system for refugees, who are physically separated from the students in the host country. Faced with a crisis accompanied by an influx of migrants, this reflex is “natural” but “unacceptable”.

“In some education systems, immigrants and refugees are considered temporary or transit populations, distinct from indigenous peoples. Such treatment is not acceptable because it compromises the educational progress, socialization and future chances of immigrants and refugees while hindering the building of diverse and homogeneous societies”, the report says, citing the case of Afghans in Pakistan. They can only receive an education in separate, community, non-formal and non-certified schools. We denounce in France and Europe, a reality that we will label as “residential segregation” of migrant, refugee and immigrant children which has led to “school segregation”.

Indeed, these minors are often educated in the suburbs and schools that are less demanding and less efficient. When, to some extent, Aboriginal students join the richer neighborhoods, thereby increasing segregation.

## **9. Recall of the law : access to education in France**

In October 2015, access to the education system for the families 7 of asylum seekers is the same as that reserved for nationals. In accordance with the Code of Education (Article L. 111-2) “Every child has the right to a school education which, complementing the family's work, contributes to his education”. It is recalled that “Education is compulsory for children of both sexes, French and foreign, between the ages of 6 and 16” (Article L. 131-1 of the aforementioned code). Registration for primary school is done at the town hall. You must present documents attesting to your parentage with the child, your domicile and the fact that the child is up to date with his vaccinations. Enrollment in a high school (college or high school) is done directly at the institution closest to your place of residence. The structure responsible for your administrative and social support, whether it is the

structure in charge of your accommodation or an association under agreement with the OFII, can help you to carry out these steps

## **10. Analysis and Recommendations <sup>14</sup>**

The analysis and recommendations of this study as following:

- Education is the key sector for stabilizing the social and cultural situation of refugees and displaced persons. It is as important to prepare any kind of return, regardless of destination, as it is to ensure the integration of refugees and displaced persons into a new social and cultural environment.
- Education for refugees and displaced persons can become a powerful tool for preventive diplomacy and an essential factor in peacekeeping operations.
- Any “situational” approach requires a precise review of the legal status of refugees and requires new binding international rules for displaced persons and returnees.
- To organize education following war or conflict, one must try to be pragmatic and not transfer

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<sup>14</sup>/ [https://www.csee-etu.org/en/projects/migration--education/3453-introduction-Le-projet-commun CSEE-FEEE](https://www.csee-etu.org/en/projects/migration--education/3453-introduction-Le-projet-commun-CSEE-FEEE): «Initiative des partenaires sociaux sectoriels européens de l'éducation pour promouvoir l'intégration efficace des migrant(e)s et des réfugié(e)s».



models from safe and prosperous societies. Educational institutions should be protected as a priority if the context is still violent or marked by war.

■► The right to education should not be limited to primary education. All age groups and all types of refugees and displaced persons should receive as much attention as possible in education.

■► The main pedagogical goals must always focus on the fact that the situation of refugee or displaced person is by no means normal and should never become so. All education includes a community-building element, which must include users.

■► Education for refugees and displaced persons must always be part of a policy based on “light” sectors.

■► The systemic approach must reflect the interdependence of most traditional sectors, such as:

- Education, science and training
- Public health and prevention
- Social protection
- Culture
- Environment

■► These sectors must interact within the limits of the situation of refugees and displaced persons with certain priorities in “heavy” sectors:

- Rule of law

- Accommodation and food
- Work and employment
- Transportation
- Safety

■► The pedagogical strategy must be based on an objectification of the subjective disposition of the target groups. This means that education should not start directly from the perception and references of users but establish a kind of careful distance from observation. The Elements main are:

- Languages (possibility of multilingualism)
- Sex
- Religion
- Traditions and heritage
- Previous economic status (property)

## 11. Conclusion

Since the peak of the migration crisis in 2015, the European Union has taken measures to better control its external borders and migration flows. As a result, the number of irregular entries into the European Union has decreased by more than 90%, according to the European Union commission. The European Union and its Member States are doubling their efforts to implement an effective, humane and safe European immigration policy. The Council of Europe plays an important role in this area as it sets strategic priorities . <sup>15</sup>

On the basis of these

priorities, the Council of the European Union sets lines and negotiates with third countries. It also adopts legislation and defines specific programs.<sup>16</sup> In recent years, the Council of the European Union and the Council of Europe have tended to develop a strong response to immigration pressure. The European Commission addressed this issue again in September 2020. After the fire of the large refugee camp in Moria on the Greek island of Lesbos in Europe, Ursula von der Leyen, the head of the European commission, announced that an agreement on asylum and immigration will be presented on 23 September 2020. <sup>17</sup>

Among the main lines of this agreement will be a new migration policy management proposal, reaffirming the principles of solidarity and humanity (aid with migrants at sea), reconsidering the conditions for staying in the territory of the European Union. Enabling reform might be possible through a radical change of the Dublin system that Ursula

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<sup>15</sup><https://www.consilium.europa.eu/fr/policies/migratory-pressures/>

<sup>16</sup>[https://www.lemonde.fr/international/article/2020/09/09/un-incendie-se-declare-dans-le-camp-de-migrants-de-moria-a-lesbos\\_6051482\\_3210.html](https://www.lemonde.fr/international/article/2020/09/09/un-incendie-se-declare-dans-le-camp-de-migrants-de-moria-a-lesbos_6051482_3210.html)

<sup>17</sup><https://www.consilium.europa.eu/fr/policies/migratory-pressures/>



von der Leyen wanted to “abolish”. However, the President of the European Commission has always been far away from his desire to encourage and concrete reforms on this sensitive issue.

Will the European Union's role in migration be reshaped? It is a matter of curiosity how this desired formation will take mold with the European Union countries, which prioritize the fight against racism, discrimination, xenophobia and radical Islam. Under what conditions will the European Union strike a balance with this increasingly violent and repressive attitude in its member countries and sit at the table with Third World countries and deal properly with the migration and refugee crisis, which is our global problem? Certainly, the loss of trust in the European Union is increasingly diminishing and hurting its position as the key to problem solving.

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