



SYSTEMATIZATION OF BEST PRACTICES

INTEGRATION OF MIGRANT CHILDREN INTO THE SCHOOL SYSTEM IN CURAÇAO



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CREDITS AND DOCUMENT PROTOCOL

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Chief of Mission: Robert Natiello

Programme Coordinator: Monserrat Hernández

Project Coordination: Joeri Arion

Email address: iomguyana@iom.int

International Organization for Migration (IOM) Guyana

Address: 107-108 Duke Street, Kingston, Georgetown, Guyana

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Coordinator: Vanesa Vaca, Regional Knowledge Management Officer

Regional Office for Central America, North America and the Caribbean

Contact email: kmhubregional@iom.int

Website: <https://kmhub.iom.int/es>

CONTENTS

CREDITS AND DOCUMENT PROTOCOL.....	3
CONTENTS.....	5
Best Practice Summary.....	6
Introduction.....	7
Context.....	7
Description of Best Practices.....	8
Implementation of Best Practices.....	8
LESSONS LEARNED.....	9
RECOMMENDATIONS.....	9
ANNEXES.....	11

BEST PRACTICE SUMMARY

Best Practice	Integration of migrant children into the school system in Curaçao
Description	This initiative aims to provide support to children of vulnerable migrant families, identifying their main needs and carrying out reinforcement activities to achieve better integration in the educational system.
Objective	Facilitate access (enrollment and promotion) to Curaçao's educational system and reduce delays of migrant children due to language barriers.
Location	Curaçao
Beneficiaries	Migrant children in Curaçao

MAIN ACTIONS



INTRODUCTION

This best practice relates to promoting the integration of migrant children into the school system in Curaçao. The activity was developed by the International Organization for Migration (IOM), managed from Guyana, and implemented by the Curaçao office.

The initiative was part of Venezuela's Regional Response Plan for Refugees and Migrants (RMRP) to support governments that are receiving Venezuelan nationals and responded to the needs and priorities expressed by these governments, such as: complementing the national and regional coordination mechanisms already in place and supported by IOM's Emergency Funding Mechanism for Migration (EFMM).

The activity focused on providing support to children of vulnerable Venezuelan migrant families, by identifying their main needs and carrying out reinforcement activities to achieve better integration into the educational system of the island.

The actions of the entrepreneurship support program initiative contributed to the achievement of the Sustainable Development Goals (SDG) of Agenda 2030, especially focused on goal 4 which indicates the importance of "Ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all." In reference to the Global Compact for Safe, Orderly and Regular Migration (GCSM), the strategy contributes to goal 16 which seeks to "Empower migrants and societies to achieve full inclusion and social cohesion."

We would like to thank Monserrat Hernández from IOM Guyana and Joeri Arion from IOM Curaçao for their support in carrying out this best practice systematization work.

CONTEXT

Curaçao is an autonomous territory of the Netherlands, located in the Antilles Sea about 50 km northwest of the Venezuelan coast.

The two official languages on the island are Dutch (native language for 10% of the population) and Papiamentu (native language for 75% of the population). Papiamentu is a language with African influence and is the predominant language in the island's culture.

The official language on the island for a long time has been Dutch. It has been the official language of instruction in schools and universities. Books were consequently imported from the Netherlands, and teachers originated from the Netherlands. However, the Papiamentu language – formerly officially acknowledge as the national language of Curaçao as of March 7th, 2007 – has also been included since 2008 into primary schools as the language of instruction, with the exceptions being from school boards that have opted out of this process and maintained Dutch as the primary instructional language.

The island of Curaçao provides few options to further one's education due to the limited capacity of this small island territory. Young people who want to go to universities or have access to higher education often move to the Netherlands where there are more educational

and professional offerings. Therefore, even though the Papiamentu language has entered the school and bilingual education is provided, Dutch still carries a lot of weight in education.

At least 5.4 million people had left Venezuela as of June 2018. Neighboring countries have been the main receivers, and the island of Curaçao, located 50 kilometers from Venezuela, has become a prime destination country for Venezuelans seeking protection.

The island has an educational policy in which all children as of the age of 4 must attend school, therefore migrant children (whether regular or irregular) have access to the education system. However, each school (private or public) has its own enrollment requirements which in many cases include speaking either Dutch or Papiamentu to be accepted.

Public schools are the most convenient for migrant children, given that those are the ones that admit children despite the possible learning difficulties that may arise from the lack of knowledge of the official languages; consequently it is in public schools that IOM focused the assistance for promoting the integration of migrant children into the school system.

If you want to access to complete document of this good practice you can contact the mail:

kmhubregional@iom.int

