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The Institutional and Social Integration of Child Asylum-Seekers in the Schools and Society of the Canton of Vaud, Switzerland

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**The institutional and social integration of child asylum-seekers in the schools
and society of the canton of Vaud, Switzerland**

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Individual Study Project

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Abstract

As an increasing number of asylum-seekers cross the border into Switzerland in search of protection, Switzerland faces the challenge of accommodating and integrating asylum populations into society while protecting all basic human rights. This study looks at the reception of child asylum-seekers in the canton of Vaud, Switzerland in terms of their integration in the education system and society. A series of interviews and a literature review were used to identify what services are available to child asylum-seekers both at school and within the canton that may facilitate integration. The findings of this study indicate that child asylum-seekers are receiving equal access to education in the compulsory school system and that the canton is providing “classes d’accueil” (integration classes) as well as numerous social services to assist with the integration of child asylum-seekers. However, the results of the study also evidence structural and societal barriers to the integration of asylum-seekers in Switzerland, which calls for the reevaluation of the asylum policies in regards to the rights of children, as well as for the need of additional research in this area.

Introduction

People on the move: Who are they?

Migration, both forced and voluntary, is a worldwide phenomenon, and it is occurring at quicker rates, over larger geographic areas than ever before. As modern society is increasingly globalized and mobilized and access to modern communication continually increases, people are not only able to communicate across countries and continents, but physically traverse them. The International Organization for Migration defines migration as “the movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes (IOM, 2011, p. 2). It is estimated that 214 million people worldwide (3.1 per cent of the population) are international migrants (Zukang, 2009; Hans van de Glind & Kou, 2013). While some migration is voluntary, other is forced migration, in which people may have no choice but to flee their native country due to conflict, discrimination, fear of persecution, natural disasters, or other reasons. The United Nations High Commissioner for Refugees (UNHCR) differentiates between different types of migration by classifying those who

leave for “reasons of their own accord, be they economic, social, or other” as “migrants,” and those who leave their country in order to seek refuge and protection as “asylum-seekers,” (abbreviated “AS”) (United Nations High Commissioner for Refugees [UNHCR], 2011, pp. 10-11, 14). Asylum-seekers who meet the requirements “under the applicable refugee definition, as provided for international or regional instruments, under UNHCR’s mandate, and/or in national legislation” are classified legally as “refugees” (2011, p.11). A refugee has “a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group” (United Nations, 1951). However, not all asylum-seekers become refugees, as asylum-seekers are subject to an application for refugee status, in which the host country may or may not deem the asylum claims as credible. In other words, while not all asylum-seekers will ultimately become refugees, all refugees were once asylum-seekers (UNHCR, 2011).

Within the categories of migrants, refugees, and asylum-seekers are child migrants, those under the age of 18 who travel across international borders or within a State (IOM, 2011). As discussed by Thatun and Heissler, child migration is extensively compartmentalized, as child migrants may be classified as (among others): “independent migrant children, children migrating with parents and families, children on the move, unaccompanied migrant children, separated children, (internally) displaced children, asylum-seeking children, refugee children, children left behind, trafficked [and] smuggled children” (2013, p. 98). This particular study is limited in focus to asylum-seeking children who arrived in Switzerland either with their parents or without them.

The case of asylum-seekers in Switzerland

As Switzerland is internationally recognized as a country of diplomacy, neutrality, and a protectorate of human rights, it is inevitably the destination of many people on the move, regardless of their status as minors, adults, migrants, asylum-seekers, or refugees. Indeed, migration has had a long history in Switzerland, especially during the peak times of World War I and World War II when it served as a politically neutral and safe haven for many international peoples (Swiss Agency for Development and Cooperation [SDC], 2010). The rights that asylum-seeking people hold in Switzerland and internationally are defined and protected by the 1951 *United Nations Convention*

Relating to the Status of Refugees (United Nations [UN], 1951). The 1951 convention consummated a number of key principles, among them: established a single definition of the word “refugee,” required a “basic minimum standards for the treatment of refugees,” “prohibited the penalization of those seeking asylum and any arbitrary detainment of those purely seeking asylum,” and finally, provided “that no one shall expel or return (“refouler”) a refugee against his or her will...to a territory where he or she fears threats to life or freedom” (UNHCR, 2010, p. 3). The statute also requires that the host country of those seeking asylum provide the same treatment as is provided to nationals in regards to primary education (Article 22:1) as well as “treatment as favourable as possible with respect to education other than elementary” (UNHCR, 2009, p.11). Furthermore, every child’s right to free education is explicitly stated in both the 1966 *International Covenant on Economic and Social Cultural Rights (ICESCR)* and the *Convention on the Rights of the Child (CRC)* of 1989 (2009, p. 11).

While these conventions and statutes are long established, they remain the primary pieces of legislation for the protection of asylum-seekers and refugees at an international level, and are especially relevant today in Switzerland and other developed countries as an increasing number of people enter these borders in the name of asylum. Indeed, the year 2012 saw an 8% increase in the number of asylum applications over 2011, as 479,300 asylum applications were registered by industrialized countries, making this the second largest number of asylum claims in the past decade (UNHCR, 2012 & 2013). Switzerland had the 6th highest number of asylum requests of any industrialized country, receiving a total of 25,900 asylum requests, behind that of the U.S., Germany, France, Sweden, and the U.K. (2012). Switzerland also experienced a 50.7% increase in the number of asylum applications filed by unaccompanied minors in 2012, as 493 applications were filed in comparison to the 327 applications in 2011 (FOM, Tableau comparatif, 2009-2011). How to accommodate and integrate asylum-seekers into society while protecting basic human rights such as access to food, water, shelter, health, and education is a challenge faced by host countries, such as Switzerland, and international organizations alike. How to integrate children often proves to be an even greater challenge, as discussed by Crépeau, who states, “Despite its prevalence and inevitable implication on destination countries, child migration is often

disregarded in the development of national laws and policies,” (2012). Indeed, this paper seeks to look at how the national and cantonal laws of Switzerland are affecting the rights and integration of child AS.

In accordance to the right of every child to an education, school is compulsory for all children in Switzerland in all cantons for nine years of attendance, regardless of status as a refugee, migrant, or asylum-seeker (Federal Office for Migration [FOM], 2009).

This study was conducted with the intention of addressing how the influx of asylum-seekers, and particularly child asylum-seekers are integrated and supported in the education system by the policies and services currently in place in the Swiss canton of Vaud. In the canton of Vaud, mandatory school begins at 6 years old, with two years of optional preschool, and ends when student are the approximate age of 15 (Canton de Vaud, 2013). Compulsory schooling in the canton is organized into degrees or cycles and consists of the primary cycle and secondary cycle, which may be followed by an apprenticeship, vocational school, or studies in general education that allow students to obtain degrees or certificates. The study looks specifically at how the canton receives and integrates child-asylum seekers by considering two main aspects of integration: institutional integration and social integration. The former is concerned with how child asylum-seekers are integrated in terms of their legal rights to education and educational services in the canton of Vaud. The latter is interested in how child asylum-seekers are socially inserted into the schools and society in terms of the personal relationships that they are able or unable to form with those around them based on their social identity and how they are received by others.

Methodology

The development of this study began in late February of 2013 and was submitted in completion on May 25, 2013. The study began with a focus on child asylum-seekers in Switzerland in general, but due to the autonomy and differences that each canton holds in its asylum and education policies, the study was limited to the canton of Vaud, the third most populated Swiss canton located in the southwest of the country. The canton of Vaud is also the canton in which I resided during the research period and had the most immediate access to informants. Data was collected primarily from interviews

conducted with experts local to Switzerland who work either directly with child asylum-seekers and migrants or indirectly as scholars in this field. Contact persons consisted of class guest speakers recruited by the School for International Training (SIT), as well those identified by myself, or by my advisor, Nezha Drissi. I also partook in an internship with the International Centre for Migration, Health and Development, in which I was able to do research and have personal contact with the director, Manuel Carballo, who is an expert in the field of migration.

A total of 8 interviews were conducted: 5 took place in person, 1 over the telephone, and 2 over email. The individuals that were interviewed in person included: Guglielmo Schinina and Ana Fonseca of the IOM, Christophe Blanchet, and Etienne Corbaz (both of whom are deans of integration classes for migrant students in the Canton of Vaud), and a secretary at Cherrat St. Prex, a public compulsory school in St. Prex. I was referred to Schinina and Fonseca by guest speaker Barbara Rijks based on their expertise in the psychotherapy of migrants and of the rights of international child migrants, respectively. M. Corbaz and M. Blanchet were also referrals and were of interest to me based on their knowledge of the integration of migrant students in the local public schools in the canton of Vaud. The interview over the phone was conducted with Francine Rausenbaum, a speech therapist, ethno-clinician, and scholar in Switzerland who is particularly concerned with the experience of migrant peoples upon integrating. Email interviews were conducted with Bernard Courvoisier, the president of a local association that addresses the educational opportunities of migrants, and Karima Brakna, a psychotherapist who works with migrants in Lausanne. The interviews with Blanchet, Courvoisier, and the secretary took place in French with the assistance of a translator and the remaining five interviews were conducted in English. Interview questions were prepared beforehand, though the nature of the interviews that were conducted in person and over the phone followed that of unstructured interviews, resulting in the use of some original questions mixed with spontaneous questioning of the informant.

In terms of literature review, the majority of information was retrieved from official international, national, or cantonal websites. Information was also retrieved from the information portals provided on the websites of Swiss non-profit organizations and

NGOs that aid refugees, asylum-seekers, and refugee populations in Switzerland. While these sources provided the most recent updates about asylum-seeking affairs in Switzerland and canton of Vaud, this information carries the risk of being biased based on the given political or social agendas of those releasing it.

Limitations in methodology

There existed various limitations in the methodology of this study. The first limitation included a language barrier due to my minimal knowledge of the French language. My limited abilities in French restricted the number of phone calls and interviews that I could have with local French speakers on my own. I was therefore dependent upon the translation assistance of my advisor in order to make contact with certain individuals. I was also limited in the amount of local publications and informative material that I could both access and comprehend. Efforts were made to conduct web research in French so as to yield maximum results, especially when searching for information local to the canton of Vaud. With the sources I found, I would interpret what I could with my level of French, and employ electronic translation of the vocabulary, sites, and documents that were beyond my French capabilities. Such electronic translation may have resulted in inaccurate readings of the material. There were also some documents and publications in French that were beyond my level of comprehension and did not lend themselves to electronic translation, thus these were resources that I could not access or spend the time translating in the amount of research time allotted.

Indeed, time was also a significant limitation in the research, as some of the people I contacted for interviews were not available until the month of June or did not have time to answer my requests for information. Other individuals and organizations failed to respond to the research requests that I made, regardless of multiple efforts to make contact.

Results

Part I: Institutional integration in school

Reception and aide of asylum-seeker, migrant, and non-francophone students in public schools: All child asylum-seekers between the ages of 6 and 15 who are “socially visible” are enrolled in public compulsory school (Brakna, personal communication,

16/5/13). There are not statistics on the number of child asylum-seekers or other children not enrolled in school in the canton of Vaud or Switzerland, mostly because of the fact that they are poorly documented, such as those who have been denied asylum and are ordered to deport from Switzerland, but choose not to, resulting in the termination of social services from the government which may put them into the category of “aide d’urgence” (emergency help) (Blanchet). The parents of these students may be in poor mental and physical health, not speak French, and may not know that their child has a right to education in Switzerland, making these children difficult to document within the canton (Blanchet, personal communication, 14/5/13).

How public schools choose to structurally manage culturally and linguistically diverse students, such as asylum-seekers, is up to the management of the institution (Canton de Vaud, 2013). Schools may have intensive French courses held during school hours or have a specific group class called “groupe d’accueil” that joins non-francophone students of all different classes together to study French as a second language or other subjects of the curriculum; however there is a maximum amount of time that primary and secondary students can spend in this group (2013). Some schools may integrate non-francophone students into the regular classes by providing one academic year in which these students participate in regular classes but are exempt from exams so as to provide an easier transition into the standard education system (school secretary, personal communication, 14/5/13). Schools may also provide “devoirs surveillé,” in which students who are non-francophone or require additional help may do their homework at school under the surveillance of a teacher (school secretary). The availability and cost of this service varies with each commune; in the commune of St. Prex, devoirs surveillé is no longer free as of 2013 and costs approximately 140-160 Swiss francs per month (school secretary). If students are unable to afford this fee, they may apply for financial assistance through the local commune (school secretary).

Article 43b of the Loi Scolaire (school law) of the canton de Vaud of June 1984 also requires the availability of “des classes d’accueil” for non-francophone students, as well as students that are new to Switzerland, such as asylum-seekers. According to the article 43b, classes d’accueil “aim at the acquisition by the student of language and

cultural foundations necessary for [his/her] integration into regular classes of compulsory schooling or vocational training” (Loi Scolaire, 1984). The classes d’accueil are considered a public school, and are thus free of charge, as they are a public entity and mandate of the canton (Corbaz, personal communication, 15/5/13). These reception classes are temporary programs lasting six months to one and a half years in length, after which students are required to join regular classes (Corbaz). The time that a student remains in the classes d’accueil depends on their lingual and performance level; as soon as students are ready to join the regular classes, they do (Brakna, personal communication, 16/5/13). The classes d’accueil cover all major subject areas covered in the standard classes, but are adapted to suit the needs of non-francophone and newly arrived students in the canton by offering French classes and providing pertinent information about the country of Switzerland (Blanchet).

In the canton of Vaud there exists one classes d’accueil program for students who are in compulsory (primary and secondary) school, and one classes d’accueil program for those of 15-19 years of age who are transitioning from compulsory school to non-compulsory school (Corbaz, personal communication, 15/5/13). Both of these programs are located in Lausanne. Because these are the only two classes d’accueil available in the canton de Vaud, asylum-seekers and other students in need of the classes commute from the entire geographic region of the canton to attend them (Blanchet, personal communications, 14/5/13). For child asylum-seekers who are residing in asylum centers, public transport is paid for by EVAM (the organization in charge of asylum seekers in the canton de Vaud (Brakna, personal communication, 16/5/13). All other students are responsible for paying all transportation costs for school, unless they can prove that they are economically unable to do so, in which the school may subsidize the costs (Blanchet, personal communication, 14/5/13). In the case that an asylum-seeking family is placed in an individual apartment, the parents are responsible for organizing how their child gets to school (Brakna).

The classes d’accueil for students of age 9-15 in compulsory school is facilitated by Avesac (Association Vaudoise des Enseignant(e)s en Structure and is overseen by dean Christophe Blanchet. Classes d’accueil for those beyond the age of compulsory school (between the ages of 15-19 years old) is facilitated by OPTI (l’organisme pour le

Perfectionneme scolaire, la transition et l'insertion professionnelle) and is overseen by dean Etienne Corbaz. The OPTI classes d'accueil is non-compulsory and is offered optionally to those newly arrived in Switzerland whose French is not adequate enough to start vocational training, go directly into the workforce, or pursue further studies (OPTI, 2010). The OPTI classes have three main objectives: provide a school year in which students learn French and other core subjects of the curriculum; teach students about the country of Switzerland and the differences and challenges of living here; and help students develop a plan or project to pursue work, school, or vocational training after the termination of the class (Corbaz, personal communication, 15/5/13). Dean Corbaz explains that a very important part of the classes d'accueil is recognizing the experience of the students coming in and addressing the identity that they have between two to three countries; "it's not important to know the passports of the students, but their socio-cultural background...you have to address this from the beginning" (personal communication, 15/5/13).

OPTI provides free access to a nurse, a social worker, and a psychologist that respond to the specific problems that asylum-seeker and migrant students may experience, such as not sleeping well at night in the collective center, feeling alone, having unstable home lives, etc. (Corbaz, personal communications, 15/5/13; Brinker, field notes, 15/5/13). The current class capacity of the classes d'accueil is 180 students, with approximately 18 students on a waitlist to access the class (Corbaz). As discussed by Blanchet and Corbaz, there is a need for additional classes d'accueil, but a lack of funds from the government to fund such programs (personal communication). There is a need for greater support of AS students, such as an educator at the asylum residency centers that can be called if the students do not turn up for school (Blanchet). Teachers also need another assistant in the classroom to help AS students who need extra help, but those who control the budget for this type of assistance are politicians and they want asylum-seekers to leave, says Blanchet (personal communication).

Statistics on student demographics for non-compulsory classes d'accueil

(All figures and data are retrieved from OPTI records of the classes d'accueil year of 2011-2012)

School in the country of origin:

Over half of all students arrived in Switzerland having taken 9 years of primary education. Approximately a fifth of the students had more than 9 year of education when arriving in Switzerland. The remaining quarter of students had 8 years or less of education when arriving, with some students having less than 4 years of education. One in ten students arrived in Switzerland having never gone to school at all, which is sometimes the case with those who arrive from some unstable countries such as Somalia (Corbaz, personal communications, 15/5/13).

Figure 1.0: Residence permits

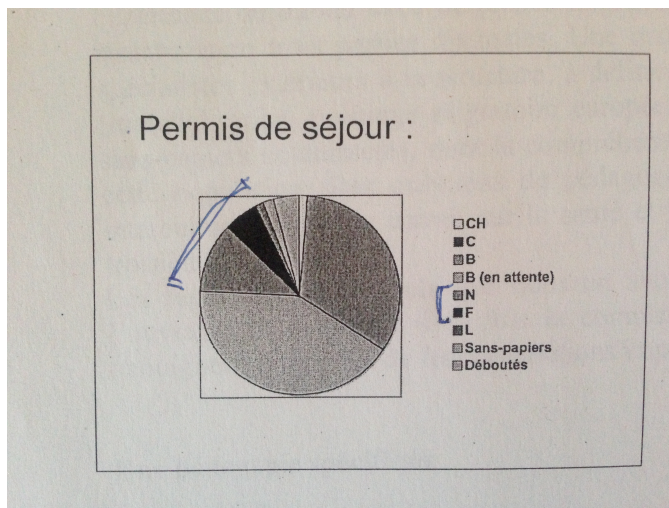


Figure 1.0: The large majority of students hold either **Permit C** (permanent residence permit) or **Permit B** (annual residence permit). The blue bracketed area indicates the student population who hold permits that label them as asylum-seekers whose applications are being processed (**Permit N**), or asylum-seekers or foreign nationals whose applications to reside in Switzerland have been denied but “in whose cases the enforcement of this order has proved inadmissible (violation of international law), unreasonable (concrete endangerment of the foreign national) or impossible (for technical reasons of enforcement)” (**Permit F**) (FOM, 2010).

Table 1.0: Outcome of students who completed the classes d'accueil of 2011-2012

Pursuit after completing the classes d'accueil	# of students
Professional training	30
Continuation school (gymnase/high school)	6
Transition program	33
Work/other	20
Total:	89

Table 1.0: Transition programs such as welcome classes offered by OPTI or the centre d'orientation et de formation professionnelles (orientation center and professional training) offered by canton of Vaud was the most popular pursuit of students after completion of the classes d'accueil. Professional training (such as apprenticeship) was the second most popular pursuit, followed by the direct transition into the workforce and high school.

(Direction générale de l'enseignement postobligatoire, 2012).

Part II: Social factors of the integration of AS children in school and society

Temporariness of AS students: 90% of AS families have already asked for asylum in another country, resulting in a discontinuity in the education of many AS children as their families move from country to country (Blanchet, personal communication, 14/5/13). Once in the canton of Vaud, most AS live in collective residency centers in which families are placed in one bedroom that was intended for one or two single males to live in (Blanchet). The movement of AS families continues throughout the asylum process due to the canton's practice of moving asylum-seekers to a different center in the canton every 3 months, meaning that students will move up to 5 times a year (Blanchet). (This policy was originally created by the canton for single male asylum-seekers so that they would not get comfortable or form relationships that may result in marriage and permanent residence in the canton, but was ultimately applied to families as well) (Blanchet). While AS students used to have to transfer schools every time that they were relocated, it is now ensured that they have transportation to school so that they may attend the same school after relocation (Blanchet). While the psychosocial responses to this process are variable among AS children (Schinina), Brakna and Courvoisier explain that child AS often suffer from the overcrowding of the centers, fear of deportation, precarious administrative status of the process, and moving from place to place in a short period of time (Courvoisier, Brakna). Brakna states, the "unpredictability due to the status and impossibility to make middle term projects can have an impact on the learning process [of AS children]" (personal communication, 16/5/13).

Experience in school and society: Blanchet explains that for teachers it is a challenge to know what kind of education to give these [AS students]; teachers cannot pretend like asylum-seekers come to school with the same experiences of native students and therefore cannot always apply the same objectives (personal communication, 14/5/13). According to Corbaz, "the benefit of the canton de Vaud school system is that everything you do you can go further with (see image 1.2 in appendix), however, the bad part of the system is that the people who arrive here are so out of the system that the most difficult part is getting them on the map" (personal communication, 15/5/13). Blanchet describes, "Many [AS children] have lost a lot of

years, are behind, tired, and possibly sad when they get here.” Additionally, because the permits held by AS students are variable and often temporary (see figure 1.0) teachers do not know how long AS students will be in school and “ try not to get attached to the students” (Blanchet). Blanchet explains that there are those who want AS children to stay, like teachers, and those who want them to leave, such as politicians, leaving children to “suffer in the middle” (Blanchet). While the performance in school varies amongst AS students, Blanchet explains that performance is generally not the main concern when it comes to AS students because they have a lot of obstacles in their way such as poor conditions to do homework in at home and frequent moving; “for families who are under conditions of sadness, school is secondary... the [AS] children who do succeed are real heroes” (Blanchet). Some AS students do not have time to attend non-compulsory school at all because they have to try to find work, which is difficult because many employers do not hire those with an N & F permits because they do not know if and when they will be deported (Blanchet). Those who are not in school, are unable to be hired, or do not have access to work at all (such as people classified as aide d’urgence) may turn to illegal activity such as burglary or drug-dealing to make money (Courvoisier, personal communication, 10/5/13; Blanchet).

Reception of child AS: According to Schnina, migrant children such as AS students are more prone to psychosocial problems as they are caught between two cultures and languages: that of their parents and native country, and that of their host country, in which they may not identify with either culture or language (personal communication, 3/5/13). This idea is repeated by Manuel Carballo, who asks the question: at what point in the convoluted process of migration do AS children identify with the socio-culture of the host country, and if they do not identify with this culture, with whom do they identify? (personal communication, 2/5/13). Rosenbaum explains that Switzerland is a particularly problematic country for migrant students, as it has forms for evaluating children in school that are monocultural and ethnocentric, as well as educators and policies that do not value students’ mother tongue languages or native cultures (personal communication, 13/5/13). She believes Switzerland is unique amongst Europe in that it is the only country to employ such an assimilationist model, as opposed to that of an integration model, as employed by Sweden, for example.

According to Rosenbaum, this leaves migrant students feeling humiliated and inferior, as “what they have learned in their countries is not considered, so they forget it, and if they cannot learn in French, become left out of both alphabets” (personal communication, 13/5/13). Corbaz repeats this idea, as he explains Switzerland as having a historical social pathology, in which foreign people were not accepted; “it is only in the past fifteen years that people are thinking about integration, and it is [still] not accepted by everyone” (personal communication, 15/5/13). While the perception of AS varies, says Courvoisier, “if you talk about the general population, the view is very hesitant. Much is said about those who commit ‘crimes’ and not enough of the others. When we do not know of applicants, we tend to have a very unfavorable opinion” (personal communication, 10/5/13).

Discussion

The findings of this study verify that the rights put forth by the 1951 Convention on the Status of a Refugee and those established by the 1989 Convention on the Rights of a child are being maintained in the canton of Vaud, as it appears child asylum-seekers are being successfully enrolled in compulsory and non-compulsory public education system. However, the findings also evidence significant barriers to the integration of child-asylum seekers on both the structural and social level in the schools and society of the canton. The remainder of this discussion section will entail an analysis of the strengths and weaknesses of the canton’s current education system in regards to its integration of child asylum-seekers, as well as the experiences and challenges that child asylum-seekers face during the asylum process and upon integration in the canton.

Individualized institutional integration: The integration of AS and migrant children in school in the canton de Vaud is taking place on two levels: on the local and individual level of each institution, and at the cantonal level. On the individual level, public schools are employing various tactics for the integration of non-francophone students into the system; the ones featured in the results of this study are the “groupe d’accueil” and “devoirs surveillé.” While these programs offer additional assistance to non-francophone students in the classroom, they are solely for the purpose of academic integration and do not provide information to the students exterior to the curriculum in

regards to practical or social integration. Both of these programs also contain limitations, as there exists a maximum number of hours that a student may spend in the groupe d'accueil, and a fee associated with the participation in devoirs surveillé. While the fee may be covered by the commune, this requires the parent or guardian of the AS student to apply for and navigate the process put forth by the commune for receiving such financial assistance. Depending on the language ability and accessibility of the parent or guardian of the AS student, such a process may or may not be realistic. In turn, if the AS student arrives in Switzerland speaking no French, participation in the groupe d'accueil may not be sufficient support or endure for a long enough period of time for the student to learn the language to the extent that would allow for full integration in regular classes. To better understand the effectiveness of these types of programs, especially in the context of integrating AS students into the regular classes, student quality-assessments and interviews need to be conducted with the student participants and teachers to see if the students' academic needs are being met.

Cantonal integration: The integration of child AS on the cantonal level is evidenced in the canton of Vaud's "loi scolaire" (school law), which requires the canton to provide "classes d'accueil" (reception classes) specifically for those just arrived in the canton. The canton provides two reception classes, one for those in compulsory school, between the ages of 6 and 15 years of age, and one for those beyond the age of 15 who want to participate in non-compulsory school, such as vocational school, apprenticeship, or high school. Unfortunately, this study was unable to attain any statistics on the number of child asylum-seekers between the ages of 6 and 15 enrolled in the classes d'accueil in relation to the number of child asylum-seekers of this age who are in *need* of the class. Without such a statistic, it is difficult to evaluate the accessibility of AS children to this resource. In theory, there should be 100 percent enrollment of all children in need of the class in the canton de Vaud, as this class is constitutive of compulsory education, and thus implies that those in need have the right to attend, especially if they are linguistically or otherwise incapable of enrolling in regular public school. However, whether 100 percent enrollment of those in need is the reality or not is impossible to validate without a comprehensive study that measures the

accessibility of children aged 6-15 across the canton to this reception class for compulsory school.

The enrollment of those beyond the age of 15 years of age in the reception class is different in nature in that it is based on the voluntary participation of those who want to pursue post-compulsory school. The existence of an 18-person waitlist clearly indicates that a 100 percent enrollment of those in need of the class is not being attained and thus begs the questions as to what the rights of the students are in terms of accessing this public education program. It is beyond the scope of this paper to judge whether or not the insufficiency of the reception class qualifies a breach on behalf of the canton to provide those in need of the reception class with “treatment as favourable as possible with respect to education other than elementary education,” as mandated by the 1951 convention. However, it is certainly worth considering what the implications of the waitlist are on the waitlisted students, as a waitlist could be a significant disruption of a child’s access to education, especially if the reception class is “necessary for [his/her] integration into regular classes...of vocational training,” as stated by the loi scolaire of 1984.

Perhaps the most obvious disadvantage of the classes d’accueil is the fact that there only exists two of them in the entire canton, both of which are located in Lausanne. Given that asylum-seekers are allocated all over the geographic region of the canton of Vaud, this means that AS students may have to commute hours to and from school in order to reach a reception class. Such a commute is problematic for multiple reasons, the first being that it may prevent the attendance of younger children in the reception class who live far away from Lausanne, as the children may not be able to make the commute by themselves (for reasons such as safety, for example), and may be without a parent or guardian who is available to accompany him/her on this commute. Second, a long commute may accumulate significant costs in public transportation. While it is possible to have the cost for transportation covered by the school, this again requires the child, parent, or guardian to: a) know this option to exist and b), be capable of contacting the appropriate people to initiate this transaction. Depending on how informed and linguistically capable the child, parent, or guardian is, the attainment of subsidized transportation to the reception classes may be an easy or

demanding task. Of course, both of the obstacles named hold solutions, as child AS living in the same collective center may be able to commute to school together, and parents can seek the guidance of a local organization or social worker that can inform them about the possibility of receiving help with transportation costs, but these solutions may not be immediately obvious to those just arrived in the canton.

An additional and related problem that will become more prevalent if the number of asylum requests continue to increase in Switzerland and within the canton of Vaud is the limited funding and resources that the classes d'accueil have, as mentioned by dean Blanchet and dean Corbaz. If the current reception classes continue to be the only two classes in existence in the canton, the number of students waitlisted for the non-compulsory and possibly the compulsory class will increase, resulting in more and more child AS without the adequate means to integrate and productively contribute to society. While it is difficult to predict the sociological outcomes of such a situation, one possible outcome is increased crime rates, as greater numbers of young AS will be restricted in their ability to go to school, and hence be employed, which may perhaps result in a greater number of people who will resort to illegal measures to support themselves.

Impact of classes d'accueil on student AS: While the loi scolaire and its mandate for the canton of Vaud to provide reception classes is informative of the accessibility that child AS have to educational services in the canton, it is more difficult to obtain information on the measurable impact that these reception classes have on the integration of child AS in particular. As seen in the statistics provided by OPTI, the number of students that can be recognized as asylum-seekers (based on their possession of permit of N or F), comprise only about one sixth of the total student population, meaning that any data produced about the student population is only minimally reflective of asylum-seekers. For example, in table 1.0, the students who graduated the 2011-2012 OPTI classes d'accueil pursued various work in either professional training, continuation school, a transition program, or the workforce. What proportion of asylum-seeker students chose which pursuit and why is impossible to extract from the available data. However, as expressed by Corbaz, the intention of the classes d'accueil (in the case of OPTI's non-compulsory program) is "getting students on the [education] map" in the first place, such that they are prepared for further training

or vocation of some kind. Indeed, Corbaz conceded the classes d'accueil serve as somewhat of a preventative social treatment, as they prevent migrants, asylum-seekers, and others new to Switzerland from ending up as a marginalized and unskilled population (Corbaz, personal communication, 15/5/13).

Discrepancies between access to and use of education services: The various informants' concurrence that child AS are enrolled in compulsory school seems to deny that there are significant discrepancies between the given number of child asylum-seekers who have the right to be enrolled in school, and those who are reliably attending school. However, as stated by Karima Brakna, all of the children who are "socially visible" are attending school, leaving a question as to who and where the socially "invisible" are, and if they are accessing the education system or not. As discussed momentarily by Blanchet, part of this invisible population are those who have been denied asylum in Switzerland but have chosen to stay, eliminating them from the ability to work and receive general social welfare benefits from the government. As many of the fathers of these families are detained and deported by airplane by the government (with the aims of encouraging the rest of the family to voluntarily depart) already vulnerable families may become even further distressed, creating a situation in which mothers and children are pushed into poor physical and mental health. In this case, there needs to be specific efforts on behalf of the education system, canton, or some authority in which these vulnerable children can be accounted for and assuredly enrolled in school. However, as conceded by Blanchet and Corbaz, funding for the outreach of vulnerable populations has proven difficult to attain, therefore calling on the intervention and collaboration of human rights groups and local organizations such as EVAM (Etablissement Vaudois d'Accueil des Migrants) that have an agenda devoted to these populations and are currently assisting them. Indeed, there needs to exist a framework by which those without papers, such as the aide d'urgence, can be accounted for, yet protected from criminalization and exploitation.

Structural barriers to integration: Regardless of the number and quality of educational services provided to asylum-seekers by the canton in the form of reception classes or others, there exist structural barriers that prevent child AS from integrating and thriving in those institutions and the surrounding society. On the federal level, the

issuance of permit F (see figure 1.0) to asylum-seekers in which they are neither granted asylum in Switzerland, nor permitted to go back to their own country is arguably a significant inhibitor of integration. The nature of this permit as temporary but temporally undefined creates a precarious situation for people, as they are legally, physically and psychologically suspended between two countries, and forced to endure life not knowing if and when they will be deported.

A primary example of structural integration inhibition within the canton of Vaud is the canton's practice of relocating asylum-seekers from center to center every few months. As discussed by psychotherapist Karima Brakna, the chronic unpredictability in AS students' lives can have an impact on the learning process and psychosocial health. Frequent moving also impedes child AS from forming or developing "middle term projects," such as friendships, extracurricular and community activities, and more, all of which inhibit the child from integrating fully into school and society. Another structural barrier to child AS from adequately integrating into society and living a "normal" childhood is the residency in a collective center itself. These centers may be in isolated settings, preventing children from interacting with a greater community or forming relationships with any people other than fellow asylum-seekers. The centers are also often chaotic and overcrowded, creating a stressful setting in which AS children may not have much opportunity to play, study, or engage in the activities that most children do. In terms of resources, AS children may not have access to computers or technology that other students may have at home, which could put AS children at a disadvantage in their education.

These are structural challenges that threaten to hold AS children back in their pursuit of happiness, social integration, and academic excellence, and in order to make sure that these obstacles do not end up ultimately disabling AS children from healthily integrating into school and society in the canton, there needs to be enhanced awareness at the policy level of the devastating effects that relocation has on AS families and children. There also needs to be strong cooperative efforts between teachers, AS students, and social workers, such that solutions may be formulated in response to the challenges faced by AS children, such as their over-crowded and

chaotic home setting, in which the solution may be to utilize a local library for study and computer access, for example.

Social barriers to integration: Child asylum-seekers also face social barriers to integration, as they are placed in the precarious position between languages, cultures, identities, and overall, between two sides of a heated national political debate. In terms of education, the findings that suggest the resistance of teachers to “get attached” or to value students who are asylum-seekers based on their unpredictable and temporary status or lingual and cultural differences is concerning in that AS children represent those in need of additional amounts of support and investment from teachers, and any technical or emotional reluctance on the teachers’ behalf to offer such support may contribute to an even more difficult experience for child AS in school. The inferiority, humiliation, and psychosocial issues that migrant children such as AS experience due to their suspension between multiple languages, cultures, and identities also threaten to hold these children back from socially integrating into society and schools, unless these issues are institutionally addressed, such as by the classes d’accueil.

Unfortunately, child AS are additionally caught between Switzerland’s current political debates over asylum policies, as there are those that are non-supportive of Switzerland’s hosting of asylum-seekers and argue for more stringent and restrictive asylum policies that will reduce the number of asylum applicants that are issued residency in Switzerland. As discussed by Courvoisier, some Swiss people know asylum-seekers only by their association with crime, which has proven a problem in the canton de Vaud. This stigmatization has the potential to significantly detriment the way that child AS are received by society, and diminishes their chance of a healthy and prosperous integration in Swiss society. The political debate extends into the education field as well in regards to whether Switzerland should employ an assimilationist political and educational platform, or an integrationist platform. According to Rosenbaum, Switzerland is historically and currently the country in the Europe that has the highest expectations of its migrants in terms of assimilating, as she argues that child migrants are valued not for their native language or culture, but for their ability to fit into the Swiss culture and languages, which inevitably has implications for how child AS come to value

their native culture and language, as well as how they are received and treated within the Swiss society and schools.

The need for additional research: As discussed by Ana Fonseca, there is a great need for additional research on asylum-seekers in terms of their experience during the “limbo” time between arriving in the host country and receiving their asylum decision from the government (personal communications, 7/5/15). However, she explains that the politicization of research prevents many studies from being conducted on asylum-seekers, as such studies are thought by political conservatives to validate their presence and hence, legality in Switzerland, defying their political objectives (Fonseca). If such bias in research continues and there ceases to be much known about the conditions, experiences, and integration of asylum-seekers, this will only lead to more social instability and vulnerability of the AS population, which will likely heighten the costs the state pays for emergency health and social services for this group.

Aside from research, there needs to be greater attention paid to child and family asylum-seekers by federal and local authorities in terms of the policies they create, and the information they release. Surprisingly, some documents, such as one issued by the Federal Office for Migration, fails to address the matter of children or families at all, such as the document “Foreigners and asylum seekers in Switzerland” which contains the word “children” in it only once (FOM, 2012). While the document outlines the Swiss policies toward asylum-seekers, and is sprinkled throughout by pictures of children and families, it fails to discuss the conditions of family or child asylum-seekers and how they are to go about the asylum process given their unique needs. Indeed, in order for the social and institutional stability of asylum-seekers to be obtained, there needs to exist policies, services, and information that acknowledges and responds to asylum-seeker families and children, as asylum-seekers.

Conclusion

This study evaluated the institutional and social integration of child asylum-seekers in the canton of Vaud Switzerland in terms of their insertion in the public education system and society. The intentions of this study were to determine whether child asylum-seekers have equitable access to compulsory and non-compulsory public education in the canton, evaluate how the canton is receiving and accommodating child

asylum-seekers in its education system, as well as distinguish any institutional or social barriers that they face in integrating into education and society. The findings from interviews with local school administrators and experts in the field of migration suggest that the enrollment of child asylum-seekers in compulsory school in all cantons of Switzerland is both mandatory and largely successful, which is in agreement with the rights established by the 1951 UN Convention Relating to the Status of Refugees, requiring countries to provide the same treatment as is provided to nationals in regards to primary education. The canton is also required by school law to provide “classes d’accueil” (reception classes) for students new to the canton, which aim to provide students with the language skills and cultural foundations for integration into the regular classes of compulsory schooling and vocational training. Despite these accommodations however, the findings of the study evidence structural and social barriers to the integration of child asylum-seekers in schools and societies. Such barriers include the limited access of AS children to the classes d’accueil; the canton’s practice of relocating asylum-seekers every three months within the canton; the social, legal, and psychosocial precariousness of child asylum-seekers in being suspended between languages, cultures, and a national political debate; and the social stigma that is associated with the status of being an “asylum-seeker.” This study calls for the need of additional research that will assess the specific implications that these barriers have on child asylum-seekers such that they may be alleviated and ensure that all children, regardless of their status, truly do have equitable access to knowledge and to a prosperous future.

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Field Work Journal (ISP Chronology)

19 February 2013

In-class presentation from psychotherapist Karima Brakna: "An Anthropological Approach to Medicine and Public Health"

- Speak to Ms. Brakna after the presentation to receive her contact information and ask further questions about her work with asylum-seekers

25 February 2013

Office hour appointment with Nezha Drissi

- Discuss my potential ISP topic relating to women and child migrants
- Ms. Drissi gives me further research resources and possibilities

7 March 2013

Office hour appointment with Christian Viladent

- Discuss my ISP topic further with Dr. Viladent
- Dr. Viladent listened to my interests in both water security and migration and informs me of the potential resources that I would have for each topic

8 March 2013

Visit to Dr. Manuel Carballo at the International Centre for Migration, Health, and Development (ICMHD)

- Meet with Dr. Carballo individually to speak to him about my interests in the social integration of women and child refugees and asylum-seekers
- Establish a short-term internship at the ICMH in which I may assist with research Dr. Carballo is conducting on child and adolescent migrants, as well as
- Browse through the ICMHD collection of reports for those pertaining to my interests

10 March 2013

Submit my ISP project research question and justification to Dr. Viladent

- Determine my ISP topic to be the social integration of women and child refugees and asylum-seekers in Switzerland in the context of access to social and health services

13 March 2013

Visit the ICMHD at 14:00

- Research the publications by ICMHD relating to women and children online (unable to meet with Dr. Carballo directly due to meetings)
- Speak to the other interns at the ICMHD about their current research projects

14-22 March 2013

Conduct research for the literature review section of my paper

- Review existing peer-reviewed articles relating to my subject
- Review annual reports, websites, and publication by UN agencies, NGOs, and non-profit organizations for any current statistics, activity, or international conferences on migration

15 March 2013

Email Dr. Carballo with a follow-up of conducting research on child migrants and inquire about a personal meeting with him for the week of March 18th
(No response received about the meeting)

23 March 2013

Submit my ISP literature review to Dr. Viladent

(24 March-5 April 2013: Class excursion to Morocco)**11 April 2013**

Visit to the International Organization for Migration: Lecture by Barbara Rijks

- Speak to Barbara Rijks after the presentation about my ISP research and ask for referrals for additional people that I may contact for interviews

17 April 2013

In-class lecture by Barbara Whitaker

- Speak to Barbara Rijks after the presentation about my ISP research and ask for referrals for additional people that I may contact for interviews

18 April 2013

-Receive email from Barbara Rijks with the contact information of Guglielmo Schinina and Ana Fonseca of the IOM who are studying issues related to my ISP project

-Receive email from Barbara Whitaker with the contact information of Dr. Anne Meynard, the Consultation Santé Jeune at the Geneva University Hospitals who is in charge of the care for asylum-seekers who are minors

22 April 2013

Read the latest online articles about the most current issues revolving around asylum-seekers in Switzerland. Search the University of Colorado library database for any additional articles about child asylum-seekers and refugees

24 April 2013

Email Swiss organization Terres des Hommes about the possibility of conducting an interview with a staff member

25 April 2013

Email Dr. Carballo with a follow-up about interning with the ICMHD during the ISP period

26 April 2013

Email the following people asking for interviews:

- Dr. Anne Meynard
- Guglielmo Schinina
- Ms. Ana Fonseca

1 May 2013

- Receive an email response from Guglielmo Schinina at the IOM: set up an in-person interview for Friday, 3 May
- Receive an email response from Dr. Carballo: schedule a visit with him at the ICMHD for May 2
- Send an email to Nezha Drissi asking for assistance in locating a teacher that I may interview who has experience working with asylum-seeker or refugee students
- Email Karima Brakna (class guest speaker) for a future visit and interview

2 May 2013

- Receive an email response from Nezha: referral to Christine Hertig, a retired teacher who has worked with migrants and refugees in Renens, CH
- Receive email from Ana Fonseca: confirm interview with her for May 7 at the IOM
- Visit the ICMHD
 - Meet with Dr. Carballo and discuss my most current research interests.re-establish a short-term internship under him, in which I will assist with his current research about the identity of child and adolescent migrants
- Email Christine Hertig with hopes of a future interview

3 May 2013

Conduct interview with Guglielmo Schinina at the IOM (11:45am-12 :45pm)

5 May 2013

- Email Nezha Drissi with questions about difficulties in research collection for my ISP
 - set up an appointment with her for May 6
- Email “Les Délégués à l'intégration” in the local communes and ask for interview opportunities

6 May 2013

- Receive response from Marta Pinto: arrange an interview over email
- Call Christine and Philippe Hertig: referral to Mr. Etienne Corbaz
 - Create interview questions and send them to Christine and Philippe to pass on to Mr. Corbaz
 - Arrange a telephone appointment with Mr. Corbaz for May 13
- Call EVAM (Etablissement Vaudois D'accueil des Migrants) in Lausanne: inquire about the possibility of volunteering with them for a day
 - Submit a research form to EVAM to apply for an interview
- Correspond with Nezha Drissi:
 - Refers me to additional contacts: Francine Rosenbaum, Gilbert Holleufer, and Bernard Courvoisier
 - Assists me in writing/translating interview questions for Marta Pinto
- Send my interview questions to Marta Pinto over email

7 May 2013

- Interview with Ana Fonseca at the IOM (10:00am-11:00am)
- Attend my internship at the ICMHD

- Submit emails to the following people and organizations for interviews:
 - Coordination contre l'exclusion et la xénophobie: www.stopexclusion.ch
 - Association Appartenances www.appartenances.ch
 - Nous autres <http://www.nous-autres.ch/>
 - Federal Office for Migration (FOM)
 - Pierre Imhof: Director of EVAM in Lausanne
 - Bernard Courvoisier: responsible of "Classes d'accueil" for migrant children and director of NGO: Association Evol

8 May 2013

- Attend my internship at the ICMHD
- Receive an email response from Bernard Courvoisier: refers me to Christophe Blanchet
 - Email Christophe Blanchet with a request for an interview
 - Receive email from M. Blanchet: agrees to a phone interview
 - Receive email from Ms. Brakna: agrees to answer questions via phone/email
- Write interview questions for my interview with M. Blanchet and Ms. Brakna

9 May 2013

- Send interview questions to the following people via email:
 - Ms. Karima Brakna and Bernard Courvoisier

10 May 2013

- Receive email response from UNHCR with a referral to the Office for Switzerland and Liechtenstein: swige@unhcr.org
 - email the UNHCR office for Switzerland with a request for information
- Email OSAR (Organisation Suisse d'Aide aux Réfugiés (OSAR) with a request for information or an interview with a staff member
- Meet with Nezha Drissi for 1 hour during office hours to discuss additional resources and informants
 - Search local organizations' websites who work with migrants
 - Search for publications that are potentially relevant
 - Discuss scaling down my research to focus primarily on asylum-seekers in the Canton de Vaud area
- Call: Francine Rosenbaum, Gilbert Holleufer, and Christophe Blanchet for requests for interviews- no answers- plan to call back Monday 13th

11 May 2013

- Nezha Drissi sends me contact information for her friend Kaltoum who can put me in contact with refugees in Renens who may be willing to be interviewed
- Draft a letter to Sandri Halina (psychotherapist with association Appartenances for migrants in Lausanne) with a request for an interview and/or information
- Receive interview responses from M. Courvoisier over email

12 May 2013

- Send letter via email to Sandri Halina
- Call Kaltoum- no answer- plan to call back 13 May

13 May 2013

Email Phillippe Hartig with a request to ask his wife, Christine Hertig, questions about her personal experience teaching migrant students

-Telephone:

- Kaltoum: Arrange an interview for 14 May 2013 at 10:00am at my host family's house in St. Prex

-Visit Nezha Drissi during her office hours at the SIT office: assists me to telephone:

- Francine Rosenbaum: Phone interview her (approximately 25-30 minutes)
- M. Corbaz: Confirm an interview for 8:30am on 15 May in Lausanne
- M. Blanchet: Confirm an interview for 16:30 on 14 May in Lausanne

14 May 2014

-8:30am: Visit to public school in St. Prex and speak with the school secretary about any special services the school provides for migrant children

-Receive email from OSAR declining interview or questions but with links for information

-10:00am: Scheduled interview with Kaltoum: Emergency arose and interview cancelled

-Email Ms. Brakna and Marta Pinto with a follow up about the questions that I sent to them the previous week (as I have not received responses yet)

-16:30: Interview with M. Blanchet at: Etablissements scolaires lausannois av. d'Echallens 1, 1004 Lausanne

15 May 2013

-8:30am interview with Etienne Corbaz: Avenue Collonges 2, 1004, Lausanne

-Send another request to EVAM for a visit or to speak with someone from the centre

-Watch and take notes on the Fernand Melgar film *La Fortress*

-Send another request to EVAM for a visit or to speak with someone from the centre

-Call Kaltoum: re-schedule interview for next week

16 May 2013

-Visit the ICMHD

-Write the introduction and methodology section of the paper

-Receive an email from Karima Brakna with responses to the email interview

-Write ISP presentation handouts and slides

17-19 May 2013

-Organize and code data from interviews and write analysis section of paper

-May 18: send interview questions to Kaltoum over email

20-23 May 2013

-Complete the discussion and conclusion section of the paper

-Edit and make final changes

-May 21: give oral presentation on my ISP project to SIT directors and students

-May 25: submit my final paper

Research Locations

- The International Centre for Migration, Health and Development (ICMHD) Geneva (Main Office) 11, Route du Nant d'Avril, CH – 1214 Geneva, Switzerland

- United Nations library at the Palace de Nations
- School for International Training (SIT) office, Nyon, CH
- Home residence in St. Prex

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Appendix

Additional statistics on the demographics of OPTI classes d'accueil (All figures and data are retrieved from OPTI records of the classes d'accueil year of 2011-2012):

Gender: Females compose over half of the student population. (see figure 1.1)

Nationalities: (figure 1.2) Over half of the student population is of European nationality, followed second by American nationality. Africans, Asians, and Middle Easterners collectively make up approximately one fifth of the student population.

Languages: Portuguese speakers comprise more than half of the student population.

The remaining students speak Spanish, Albanian, or another language.

Family situation: "Regroupements familiaux" (regroup with the family) is the reason for which the majority of students arrived in Switzerland, followed by the migration of students with their families. MNA students (mineurs non accompagnés/unaccompanied minors) and 19 year-old students who came to Switzerland alone comprise the remaining population (figure 1.3).

Interview questions

Interview with Guglielmo Schinina- 3 May 2013

Location: International Office for Migration (IOM), Geneva

- What are some of the most significant challenges that you see migrants facing when integrating into a new country/setting?

- What are some of the most significant challenges that you see child/adolescent migrants facing when integrating into a new country/setting?
- What about the case of unaccompanied minors? (How does one become an unaccompanied minor?)
- When I have studied about and spoken with child and adolescent migrants in the U.S., they often speak of having a confused or lost self-identity: they do not know with whom to identify: their parents, and culture that they may have been too young to know or remember, and the dominant society in the host country. Is this an issue that you also see migrants struggle with?
- A major question of mine is, if migrants, especially children, do not identify with the dominant culture and society of the host country, with whom do they identify? And if a person faces a lack of identity, what implications does this have on his/her psychosocial health?
- What resources are available for migrants who suffer psychosocial issues?
- Are these same resources available to asylum-seekers in detention centers?
- How do public schools address child migrants, especially in the case that they are struggling with psychosocial problems? Do they offer resources?

Interview with Ana Fonseca- 7 May 2013

Location: IOM, Geneva

- What role does the AVRR play in Switzerland?
- Is the AVRR responsible for relocating asylum seekers who have failed to attain refugee status?
- Can you explain to me, what Switzerland's policy is for deporting illegal migrants and asylum seekers who have failed to get refugee status particularly in the case that they have spouses and children who have grown up in Switzerland?
- How does the AVRR negotiate relocation when it comes to families who have children that have grown up in, for example, Switzerland?
- Are there cases in which only one parent is sent back and the remaining parent and child continue to reside in Switzerland?
- Are there cases in which a minor's expulsion or return to the country of origin is delayed until he/she finishes their studies in Switzerland?
- What is the process for deporting an unaccompanied minor?
- What are some of the most significant challenges that you see migrants face in integrating into Switzerland or a new country/setting?
- What are some of the most significant challenges that you see **child/adolescent** migrants face when integrating into Switzerland or a new country/setting?
- Are there specific challenges of being a child asylum-seeker in Switzerland?
- Do immigrant students and Swiss students have equal access to education and economic opportunities? If not, why?
- In what state of mental and physical health do you believe child migrants in Switzerland to be?
- Does the state of health of an individual, family, or child factor into the decision on behalf of the Swiss government for whether or not he/she is deported?

Interview with Bernard Courvoisier (email) 10 May 2013

- Where are the majority of asylum-seekers in Canton de Vaud residing: collective centres or private residences?
- Are family members ever separated from one another during the asylum-seeking process?
- There is an article called, “Hunger: the silent epidemic among asylum seekers.” It says: “asylum seekers are fearful that asking for more food will result in their being asked to leave,” and that “asylum seekers fear that going to food services in the community will impact their immigration situation.”
-Is hunger among asylum-seekers a problem in the Canton de Vaud (or in other parts of Switzerland)?
- There are many Swiss reports on the high numbers of crime committed by asylum-seekers. For what reasons do you believe asylum-seekers are getting involved in crime? Is this a problem in Canton de Vaud? Are child asylum-seekers getting involved in crime?
- In the case that a parent or family’s asylum request is denied and the parents have to go to a detention center, what happens to the child?
- Are there any jobs available for asylum-seekers? If not, what do they spend their time doing?
- Is school mandatory for asylum-seekers in Canton de Vaud?
- Do you believe there are child asylum-seekers do not attend school, even if they are required to do so? If yes, why?
- Are there free resources in Canton de Vaud to help adult and child asylum-seekers with education, health, or integration?
- Do you believe the Swiss asylum policy is fair to asylum-seekers? If not, what should be changed?
- In your experience in the Canton de Vaud, how do communities perceive asylum-seekers?

Interview with school secretary-14 May 2013

Location: Cherrat St. Prex

- Do you have any asylum-seeking students or refugees attending your school?
- Does your school provide special services or programs for students newly arrived to Switzerland? If so, when are they offered?
- Do you offer devoirs surveille?
- If so, what are the needed conditions for students to participate in such programs?
- Does your school offer free additional language classes for non-francophone students?
- Does your school offer aide to migrant students who are experiencing psychosocial problems or difficulties in integrating?
- Do you believe migrant students have the equal opportunity to succeed in school as Swiss students?

Interview with Francine Rosenbaum (phone)- 13 May 2013

- Can you tell me a little bit about what your book is about?
 - Where did you conduct the research for your book?

- What inspired you to write a book about the humiliation experienced by migrant children?
- What are some of the biggest challenges that you see migrant students experience in school?
- What are some of the source of humiliation that migrant children experience?
- How do migrant children tend to deal with this humiliation?
- Do schools provide resources for migrant children experiencing these psychological issues?
- What are some of the solutions for children dealing with humiliation?
- In your opinion, does Switzerland as a country do a good job of integrating migrants into society?

Interview with Christophe Blanchet-14 May 2013

Location: Etablissements scolaires lausannois, av. d'Echallens 1, 1004 Lausanne

- Where are the majority of asylum-seekers in Canton de Vaud residing: collective centres or private residences?
 - What are the living conditions like in these centres?
 - I've heard that the isolated locations of these centres may make it difficult for children to access schools. Is this a problem in the Canton de Vaud?
- From your observations, are asylum-seekers, refugees, and migrants socially and economically integrating into the Canton de Vaud? If not, what prevents them from doing so?
- In Switzerland, or the Canton de Vaud in particular, do migrant and local students have equal access to educational opportunities?
- What about the access to higher education beyond compulsory school?
- What are the most significant challenges that you see asylum seekers or other migrants experience upon arriving in the Canton de Vaud?
- Do you believe the Swiss asylum policy is fair to asylum-seekers? If not, what should be changed?
- What are some of the biggest challenges that you see child asylum-seekers experience when arriving in Switzerland?
- Do you know of any cases in which child asylum-seekers are supposed to go to school, but do not attend? If so, why?
- Are there any jobs available for asylum-seekers in Canton de Vaud? If not, what do they spend their time doing?
- Are there free resources in Canton de Vaud to help adult and child asylum-seekers integrate?

Interview with Etienne Corbaz- 15 May 2013

Location: Av. Collonges 2, 1004 Lausanne

- What kind of assistance is provided to asylum-seekers by the federal government and by the cantons?
- Do students who are asylum-seekers and Swiss students have equal access to educational opportunities? If not, why?

- Do you know of cases in which child asylum-seekers are supposed to go to school, but do not attend? If so, why?
- What are some of the challenges of being an asylum-seeker in the Canton de Vaud, or in Switzerland in general?
- What specific challenges to child asylum-seekers experience?
- In your experience, are asylum-seekers, both children and adults, in good mental and physical health? If not, what are the problems?
- What resources are available to asylum-seekers in the Canton de Vaud to help them learn French?
- Do the public schools provide assistance to immigrant students and families to help them integrate into society? (For example: provide French language classes, help them get involved in the community, etc.)
- Are there free resources available in the Canton de Vaud to help child and family asylum-seekers integrate into Swiss society?
- Do you believe the Swiss asylum policy is fair to asylum-seekers? If not, what should be changed?

Interview with Karima Brakna (email) -16 May 2013

- In the collective asylum-seeker centres in the canton of Vaud, are family members ever separated from one another?
- Is there an effort to place asylum-seekers who have children in private living residences?
- What kind of impact does being an asylum-seeker have on a child's psychosocial health?
- What is the quality of life like for a child asylum-seeker in the canton of Vaud?
- You mentioned that asylum-seekers are often placed in very remote places in Switzerland. Does this affect child asylum-seekers' ability to attend school?
- In your experience, are there child asylum-seekers who are supposed to attend school but do not go?
- Do public schools or communes provide special resources to child asylum-seekers and refugees? For example: provide extra free language classes, or provide free counseling in the case that they unhappy or stressed?
- You mentioned in your presentation that each asylum-seeker, refugee, or migrant has a "migration project." Do you believe child asylum-seekers also have their own migration projects? If so, what is an example?
- In your experience, are there child asylum-seekers who are supposed to attend school but do not go?
- When processing an asylum-seeker's request for refugee status, does the Swiss Federal Office of Migration take into consideration if an asylum-seeker has a child? (In other words, are asylum-seekers with children more likely to be approved to reside in Switzerland?)
- In the case that a parent or family's asylum request is denied and the parents have to go to a detention center, what happens to the child?
- Do you believe the Swiss asylum policy is fair to children? If not, how do you think the policy should be changed?