

# Input by civil society to the 2021 EASO Asylum Report

Fields marked with \* are mandatory.

D e a r

C o l l e a g u e s ,

The production of the *EASO Asylum Report 2021* is currently underway. The annual [Asylum Report series](#) present a comprehensive overview of developments in the field of asylum at the regional and national l e v e l s .

The report includes information and perspectives from various stakeholders, including experts from EU+ countries, civil society organisations, UNHCR and researchers. To this end, we invite you, our partners from civil society, academia and research institutions, to share with us your reporting on developments in asylum law, policy or practice in 2020 (and early 2021) by topic as presented in the online survey.

Please note that the EASO Asylum Report does not seek to describe national systems in detail but rather to present key developments of the past year, including improvements and challenges which remain. Your input can cover practices of a specific EU+ country or the EU as a whole. You can complete all or only s o m e o f t h e s e c t i o n s .

All submissions are publicly accessible. For transparency, 2021 contributions will be published on the EASO webpage. Contributions to the 2020 EASO Asylum Report by civil society organisations can be accessed [here](#), under 'Acknowledgements'. All contributions should be appropriately referenced. You may include links to supporting material, such as analytical studies, articles, reports, websites, press releases or position papers. If your organisation does not produce any publications, please make reference to other published materials, such as joint statements issued with other organisations. Some sources of information may be in a language other than English. In this case, please cite the original language and, if possible, provide one to two sentences describing the key messages in English.

The content of the EASO Asylum Report is subject to terms of reference and volume limitations. Contributions from civil society organisations feed into EASO's work in multiple ways and inform reports and analyses beyond the Asylum Report.

Your input matters to us and will be much appreciated!

**Nina Gregori** - *EASO Executive Director*

\*Please complete the online survey and submit your contribution to the 2021 EASO Asylum Report by **Thursday, 25 February 2021**.\*

## Instructions

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Before completing the survey, please review the list of topics and types of information that should be included in your submission.

For each response, only include the following type of information:

- New developments and improvements in 2020 and new or remaining challenges; and
- Changes in policies or practices, transposition of legislation or institutional changes during 2020.

Please ensure that your responses remain within the scope of each section.

## Contributions by topic

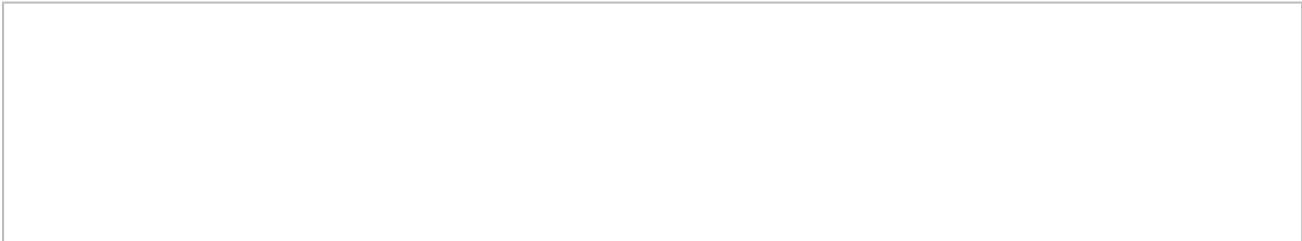
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**1. Access to territory and access to asylum procedures (including first arrival to territory and registration, arrival at the border, application of the non-refoulement principle, the right to first response (shelter, food, medical treatment) and issues regarding border guards)**

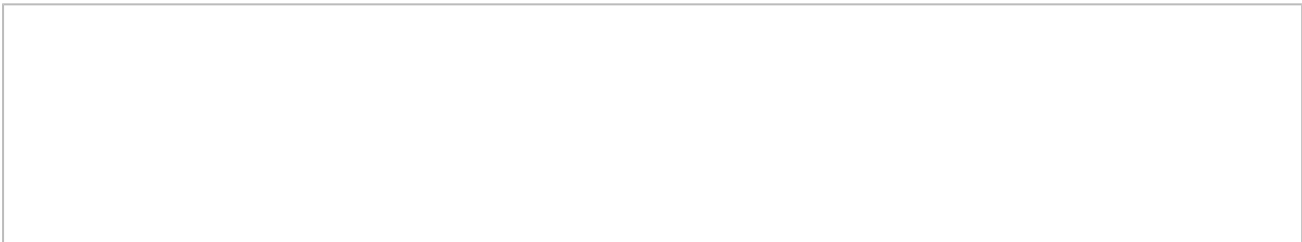
**2. Access to information and legal assistance (including counselling and representation)**

**3. Provision of interpretation services (e.g. introduction of innovative methods for interpretation, increase/decrease in the number of languages available, change in qualifications required for interpreters)**

**4. Dublin procedures (including the organisational framework, practical developments, suspension of transfers to selected countries, detention in the framework of Dublin procedures)**



**5. Special procedures (including border procedures, procedures in transit zones, accelerated procedures, admissibility procedures, prioritised procedures or any special procedure for selected caseloads)**



**6. Reception of applicants for international protection (including information on reception capacities – increase/decrease/stable, material reception conditions - housing, food, clothing and financial support, contingency planning in reception, access to the labour market and vocational training, medical care, schooling and education, residence and freedom of movement)**

In September 2020, the devastating fire that destroyed Greece’s largest migrant camp Moria left more than 12,000 refugees including over 4,000 children without shelter, individual belongings, and access to hygiene, food, water, education and other basic necessities. ETUCE has reacted to this tragedy and Greek authorities’ actions with the Statement ‘Human Rights prevail!’. In the Statement, ETUCE demands from Greek and European governments, with the support of the European Commission, to urgently deliver a solution based on solidarity and respect for human dignity and human rights. This solution must ensure that all displaced individuals on Lesbos are provided with safe accommodation, food and water, access to hygiene and healthcare services, and necessary protection from COVID-19, while all minors need to have access to inclusive quality education as their fundamental human right.

In the context of COVID-19 pandemic, strict government measures such as social/physical distancing to prevent the COVID-19 virus from spreading, ETUCE published a Statement ‘Education Trade Unions in Solidarity with Refugees in Times of COVID-19’ demanding to evacuate overcrowded refugee camps with a view to provide safe accommodation for refugees and ensure necessary quarantine and protection from COVID-19. People living in the streets or in often overcrowded refugee camps have difficulties in accessing health care, hygienic facilities and education. It is especially hard for people in temporary employment contracts and whose employment depends on their residence status to apply the prevention measures. In these times of crisis ETUCE supported its member organisations in their engagement and urgent appeal for solidarity-based policies and actions in their countries to ensure the full protection and safeguard of universal human rights and freedoms, notably the fundamental right to education and health.

**7. Detention of applicants for international protection (including detention capacity – increase /decrease/stable, practices regarding detention, grounds for detention, alternatives to detention, time limit for detention)**

**8. Procedures at first instance (including relevant changes in: the authority in charge, organisation of the process, interviews, evidence assessment, determination of international protection status, decisionmaking, timeframes, case management - including backlog management)**

**9. Procedures at second instance (including organisation of the process, hearings, written procedures, timeframes, case management - including backlog management)**

**10. Availability and use of country of origin information (including organisation, methodology, products, databases, fact-finding missions, cooperation between stakeholders)**

**11. Vulnerable applicants (including definitions, special reception facilities, identification mechanisms/referrals, procedural standards, provision of information, age assessment, legal guardianship and foster care for unaccompanied and separated children)**

**12. Content of protection (including access to social security, social assistance, healthcare, housing and other basic services; integration into the labour market; measures to enhance**

**language skills; measures to improve attainment in schooling and/or the education system and/or vocational training)**

In 2020, European Commission, following on the New Pact on Migration and Asylum, proposed an Action Plan on the integration and inclusion of migrants and people with a migrant background. ETUCE has reacted to this initiative with the following Statement demanding a prominent and multi-dimensional space for education as a key aspect of migrants' integration and inclusion in the host country's society providing them with equal opportunities and fair chances for a good life, decent employment, housing and participation in the democratic life of a country, as well as fostering mutual understanding and respect for others. On 18 December 2020, ETUCE has mobilised its member organisations from all across Europe to raise the awareness on the challenges and needs of migrants and refugees in terms of access to education, integration into the labour market, measures to improve the education attainment and professional needs of teachers, trainers, and other education personnel in that regard:

- Campaign under the slogan 'Having a migrant background is an asset not an obstacle!' (<https://www.csee-etuce.org/en/news/etuce/4172-international-migrants-day-having-a-migrant-background-is-an-asset-not-an-obstacle>)
- Education trade union actions from all across European region: <https://www.csee-etuce.org/en/projects/education-trade-unions-and-inclusive-schools-embracing-diversity-in-education/3581-trade-union-actions-to-highlight-key-dates-regarding-equality-and-inclusion>
- Testimonies from teachers with a migrant/refugee background or working with migrant/refugee children: <https://www.csee-etuce.org/en/projects/education-trade-unions-and-inclusive-schools-embracing-diversity-in-education/4116-testimonies-from-teachers>

**13. Return of former applicants for international protection**

**14. Resettlement and humanitarian admission programmes (including EU Joint Resettlement Programme, national resettlement programme (UNHCR), National Humanitarian Admission Programme, private sponsorship programmes/schemes and ad hoc special programmes)**

**15. Relocation (ad hoc, emergency relocation; developments in activities organised under national schemes or on a bilateral basis)**

**16. National jurisprudence on international protection in 2020 (please include a link to the relevant case law and/or submit cases to the [EASO Case Law Database](#))**

**17. Other important developments in 2020**

ETUCE has published a research report 'Embracing Diversity in Education' which covers national findings related to the impact of the changes in society and the labour market linked to the diversification of the population, globalisation, increased migration, technological progress and digitalisation, intensification of poverty and territorial disparities, on the education and teaching profession. It also identifies successful, innovative and transferrable good practices of creating and maintaining sustainable inclusive learning environments in various national and local contexts, including for migrant/refugee learners and teachers. Following the research publication, an online seminar was organised on 18 January 2021 where some interesting good practices were presented from various European countries, including for example, the Finnish project 'Kuulumisia', a complementary teacher training programme addressed to migrant background and minority teachers, developed by the Tampere University in partnership with the Ministry of Education and Culture and Finnish National Agency for Education, and cooperation with Finnish teachers' unions. The project seeks to support migrant and minority teachers, as well as teachers working with migrants in addressing linguistic, academic and social barriers linked to the teaching profession and complying with Finnish law requirements linked to the teaching profession. Based on the linguistically and culturally responsive education approach that entails not only academical expertise, but also intercultural competences and socio-political awareness, Kuulumisia wants to meet the needs of participants with personalised study plans, flexible timeschedule as well as practical training near participants' homes, language support and constant guidance and counselling. Founded in 2009, so far Kuulumisia has trained around 350 teachers from 43 different countries across the world. It was however highlighted by Finnish education trade unions that the Finnish law on special education is not working as planned: teachers in Finland do not receive enough pedagogical skills to teach students with migrant backgrounds. A severe shortage of teachers and supporting staff, especially expert language teachers, migrant teachers and specialised personnel to teach foreign students constitutes another challenge.

## References and sources

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**18. Please provide links to references and sources and/or upload the related material in PDF format**

<https://www.csee-etu.org/en/resources/statements/3953-etu-statement-on-the-situation-of-refugees-in-moria-human-rights-prevail-september-2020>

<https://www.csee-etu.org/en/resources/statements/3858-education-trade-unions-in-solidarity-with-refugees-in-times-of-covid-19-may-2020>

<https://www.csee-etu.org/en/resources/statements/3991-etu-statement-on-the-action-plan-on-the-integration-and-inclusion-of-migrants-and-people-with-a-migrant-background-october-2020>

<https://www.csee-etu.org/en/news/etu/4172-international-migrants-day-having-a-migrant-background-is-an-asset-not-an-obstacle>

<https://www.csee-etu.org/en/projects/education-trade-unions-and-inclusive-schools-embracing-diversity-in-education/3581-trade-union-actions-to-highlight-key-dates-regarding-equality-and-inclusion>

<https://www.csee-etu.org/en/projects/education-trade-unions-and-inclusive-schools-embracing-diversity-in-education/4116-testimonies-from-teachers>

<https://www.csee-etu.org/en/projects/education-trade-unions-and-inclusive-schools-embracing-diversity-in-education/3578-research>

<https://www.csee-etu.org/en/news/etu/4218-education-trade-unions-bring-out-their-expertise-to-shape-an-inclusive-learning-environment>

<https://sites.tuni.fi/kuulumisia/in-english/>

## 19. Feedback or suggestions about the process or format for submissions to the EASO Asylum Report

Please upload your file

The maximum file size is 1 MB

## Contact details

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\* Name of organisation

European Trade Union Committee for Education, ETUCE

Name and title of contact person

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I accept the provisions of the EASO [Legal and Privacy Statements](#)

## Useful links

[EASO Asylum Report 2020 \(https://easo.europa.eu/asylum-report-2020\)](https://easo.europa.eu/asylum-report-2020)

[Executive Summary -EASO Asylum Report 2020 \(https://easo.europa.eu/sites/default/files/EASO-Asylum-Report-2020-Executive-Summary.pdf\)](https://easo.europa.eu/sites/default/files/EASO-Asylum-Report-2020-Executive-Summary.pdf)

[Bibliography for the EASO Asylum Report 2020 \(https://easo.europa.eu/sites/default/files/easo-asylum-report-2020-bibliography.pdf\)](https://easo.europa.eu/sites/default/files/easo-asylum-report-2020-bibliography.pdf)

[Summary of legislative, institutional and policy developments in asylum in EU+ countries in 2019 \(https://easo.europa.eu/sites/default/files/easo-asylum-report-eu-developments.pdf\)](https://easo.europa.eu/sites/default/files/easo-asylum-report-eu-developments.pdf)

[Online database with data and latest asylum trends \(https://easo.europa.eu/asylum-trends-easo-asylum-report-2020\)](https://easo.europa.eu/asylum-trends-easo-asylum-report-2020)

[Online database for EU+ developments \(https://easo.europa.eu/eu-developments\)](https://easo.europa.eu/eu-developments)

## Contact

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