The Jesuit Refugee Service (JRS) is an international Catholic organization with a mission to accompany, serve and advocate on behalf of refugees and other forcibly displaced persons. JRS programmes are found in 50 countries, providing assistance to refugees in camps and cities, individuals displaced within their own countries, asylum seekers in cities, and those held in detention centers. The principal areas of work are in the fields of education, emergency assistance, healthcare, livelihood activities and social services. At the end of 2016, more than 725,000 individuals were direct beneficiaries of JRS projects.

The current document provides feedback on the Concept Note submitted by the 2019 Global Education Monitoring Report on Education and Migration team. As JRS’s expertise is in forced migration, our comments will focus primarily on this area of interest.

JRS agrees with the value of a themed report on education and migration, and welcomes the opportunity to submit feedback on the Concept Note. We appreciate the comprehensive approach used in the Concept Note.

Definitions and populations of concern

- While we applaud the use of the International Organization for Migration (IOM) definition of migrant, which addresses displacement in a more comprehensive way, we would like a stronger and more specific attention to be given in the document to internally displaced populations (IDP). A systematic monitoring of the reality of IDPs will help to fill the gap in data and current responses and, consequently, better inform policy frameworks.

- We encourage you to consider two other distinctions regarding forcibly displaced population: (i) Urban settings / camp settings, (ii) protracted crisis / new crisis.

- We agree with your desire to look at migration from the perspective of both, countries of origin and countries of destination.

- As it has been done in previous Global Education Monitoring reports, the breakdown of data by gender and the differentiation of groups in vulnerable situations is particularly relevant to education in emergencies. Specifically, we think that the following categories should be considered: (i) people with disabilities, (ii) cultural or ethnic minorities, (iii) unaccompanied minors, (iv) children associated with armed groups, (v) LGBTI persons.
Education in Emergencies elements

- Under the idea of “lifelong learning opportunities for all”, the SDG4 invites us to look also at **alternatives to formal education** which, in displacement situations, become critical for protection and self-sustainability. These questions are pertinent:
  - What are the major trends and good practices in alternatives to formal education worldwide?
  - What is the impact of this kind of education on students’ learning paths, acquisition of foundational skills and resilience?
  - The following kind of education services need to be considered: accelerated learning courses, catch-up classes, adult literacy programmes, vocational training, and other formal and non-formal education services, need to be considered.

- **SDG4 encourages us to think about education at all levels.** We welcome the inclusion of early-childhood education as a cross-cutting issue. Economists now argue on the basis of the available evidence that investment in early childhood is the most powerful investment a country can make, with returns over the life course many times the size of the original investment.¹

- We highly encourage the report to include an examination of the situation of professional training and other kinds of higher education in displacement situations. This analysis will benefit for a comparison with what occurs in voluntary migration or non-displacement situations.

- It is urgent to analyze the way **special needs education** is addressed in forced or involuntary migration. Disability is known to be a risk-aggravating factor in emergencies. According to UNICEF, in times of insecurity, children with disabilities tend to be the first to be abandoned by families and the last to receive emergency relief and assistance. They also face a higher risk of becoming victims of abuse and neglect than other children, and are more likely to be exposed to the risk of long term psycho-social disturbances that this may give rise to. It cannot be assumed that emergency relief, assistance and protection mechanisms will adequately include children with disabilities. Effective action needs to be undertaken to seek out, identify, protect and provide for children with disabilities in humanitarian disaster situations. We highly encourage the report to include a broad concept of inclusion as a critical issue for the analysis.

- **Regarding the quality aspects:**
  - The analysis of teachers should be broader than outlined in the concept note:
    - There is an urgent need to deepen the on-going professional development of teachers. You may check the INEE analysis on this issue².
    - We recommend that you not reduce the analysis to teachers as migrants (page 9). Other aspects of teachers’ roles in migration need to be explored: What is the role of host country teachers in the integration of forcibly displaced students? What are the specific skills required to teach in a forced migration context? Who are the teachers in

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displacement situations? (e.g. In refugee camps teachers tend to be refugees, with or without proper initial qualifications; however, in urban refugee settings teachers are usually from the local population. Does this have significant implications?)

- The role of school management bodies (including administrators, school inspectors and parent associations) needs to be considered.
  
  o Although they are briefly outlined under the section on “educational infrastructure, curricula and programmes”, a broader approach to analyzing the outcomes of education needs to be taken, including considering short-term / long-term impact. How do schools in emergency situations help students to acquire foundational skills, and how is this monitored? What is the role of education in people’s full development, peace-building, risk reduction, resilience? How can education increase the self-sustainability and the economic and social contribution to the community? There is an acknowledged protection role for schools set up in emergency situations which might benefit for a deep analysis worldwide.

- The stress and trauma, at low, medium, or high levels, are always linked with forced migration and play an enormous role in educational outcomes. It will be useful to explore the way both elements interact: (i) How does education help to overcome trauma, and (ii) how does trauma affect the normal education process of a child or an adult? What mechanisms can be put in place to support schools and children to deal with the effect of trauma? What is the role of extra-curricular and psychosocial programmes, the role of community involvement?

- Integration and acceptance of the displaced people in the host community during displacement, but also during the different long-term solutions scenarios — (i) local integration, (ii) repatriation, (iii) resettlement).
  
  o At the administrative level: recognition by the host country of the diplomas and credentials attained in the country of origin (even in those cases where the actual certificates are not accessible) as well as recognition of diplomas obtained in displaced situations.
  
  o At the pedagogical level: processes to integrate students into regular education services when they have been displaced (in host community and situations of return); strategies to overcome gaps of schooling; complementary programmes to respond to the special educational needs of a displaced person (e.g. language, cultural background, etc.).
  
  o At socio-community level: acceptance and welcome, integration into communities, and/or xenophobia issues.

- The role of temporary actors (e.g. agencies and NGOs) supporting and empowering Governments to better respond to the displacement situation is key to understanding long-term solutions. An analysis of the best support mechanisms, best practices, and challenges, would be very useful.

- Access to technology. The use of technology in educational contexts for the forcibly displaced has received increased attention over the past couple of years. How is technology facilitating the integration process in displaced situations? What is the role of education in supporting the capacity to use technology?
Other

- Monitoring and evaluation (M&E) of education programs for forcibly displaced populations is another area that lacks resources and data. It would be valuable for the GEM report to look at current methods for M&E in these contexts, and perhaps even highlight some successful interventions that could be replicated.

- We invite a deeper analysis of the global financing of education for migrant populations, in particular for involuntarily displaced persons. It will be important to analyze not only the impact on quality as has been suggested, but also the impact on access to the different educational levels.