The Global Campaign for Education (GCE) is a civil society movement working to end the global education crisis. As a global network, we represent the campaigns and views of our members at the international level; however, our model of campaigning has a heavy emphasis on national and local advocacy and mobilisation. We hereby present our critical comments and recommendations on the concept note for the 2019 GEM Report on Education and Migration. This submission draws on GCE’s consolidated global experience and specific inputs from some of our international and national members working on this issue.

Overall Comments:

a. The report could have a stronger focus on quality of education provided to voluntary and forced migrants. While some aspects of quality are indeed being incorporated in several aspects of the report, there must be a clearer focus on the extent to which education provided is of an objectively good standard in terms of inputs, processes and outcomes and what inequalities in quality are being created through differences therein. The need for education for refugees to be in line with the INEE minimum standards could be flagged. This applies to all aspects of the report and includes education for voluntary and involuntary migrants, and also education offered in foreign universities. As such, we feel that quality should not only be integrated into existing sections, but also receive space as a standalone cross-cutting issue in Section C.

b. A stronger explicit emphasis on strengthening public education systems would be welcome. As PISA 2015\(^1\) shows, characteristics of the host national education system have significant impact on the performance of students from the same country of origin and socio-economic background. A stronger analysis of the drivers of improving quality and equity of education would make a critical contribution to the body of evidence available and would help to hold governments to account for their commitments.

c. In the present political context, a stronger emphasis on xenophobia and discrimination against migrant, would be useful. It is implicit in several sections, but requires a more upfront focus. This should include the full gamut of issues including classroom/school based experiences of immigrant pupils, streaming decisions that impact immigrant students, coverage in curricula and textbooks and the extent to which teachers are equipped to address these issues.

\(^1\) PISA 2015 Results (Volume I): Excellence and Equity in Education
in their classrooms. At the same time, the extent of implementation of national and international anti-discrimination laws and compliance with international and regional conventions and treaties affecting refugees and migrants would be important. The role of education in building cohesion and overcoming extremism could also enrich the analysis.

d. A stronger and more explicit focus on internal migration. The outline does a good job of addressing issues of international migration and the experiences of international refugees, but a stronger focus on the specific nuances of the experiences faced by migrants within countries and IDPs would be welcome in several parts of the report. While there were 244 million international migrants, the number of internal migrants is 763 million.

Comments on specific sections of the Concept Note:

A. Voluntary Migration

i. Policies to relax financial constraints. From a national context, analysis of the strategies for strengthening school quality in source areas of migration as a means of overcoming migration could be included. The experience of putting in place mechanisms like free residential public schools or short stay homes as a means of minimizing child migration domestically could be analysed. While the attention to the role of scholarships in promoting education is appreciated, it would also be important to examine this issue more critically. 27% of all aid to education consists of higher education scholarships spent in donor countries; this amounts to 70% of aid to higher education. This effectively means subsidizing tertiary education in the north instead of supporting more cost-effective solutions in source countries. Scholarships have also been linked to brain drain and has other negative impacts. Consequently, the report should address the relative cost effectiveness and efficiency of spending on international scholarships vs. supporting tertiary and TVET in-country.

ii. Internationalization of education institutions: The report should not uncritically accept that the entry of international tertiary institutes into southern markets fosters access for talented southern learners. Many of the new foreign, especially private, universities are not of superior quality (or may be outright unaccredited) and are expensive. The experience of the entry of private foreign universities in instances of weak regulatory capacity and the consequences of

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3 http://deliver2030.org/?p=6935
the opening of education as part of trade agreements could be examined along with any impact on international migration. It may also be useful to compare the quality of overseas and domestic branches of foreign universities.

iii. **Recognition of diplomas and credentials.** It would be important to address the question of credential recognition of teachers and the experiences of teacher migrants. Surprisingly neither aspect receives mention in the “teachers as migrants” section.

iv. **Nomadic communities and communities traditionally on the move as migrants:** A case can be made for nomadic communities as migrants requiring specific adaptations. At the same time, some parts of the world see annual, predictable and regular domestic migration in search of work or in line with seasonal agricultural calendars. The extent to which governments adapt their education systems to these patterns likewise requires attention.

v. **Do migration patterns impact quality education, section on educational infrastructure, curricula and programmes.** This could also include focus on domestic issues of planning including ensuring availability of infrastructure and teachers at both source and destination.

### B. Forced or involuntary Migration and education

I. This section could have a more explicit attention to the specific experiences of IDPs as compared to refugees since both have different experiences and also frequently different level of protections under human rights law.

II. Similarly, the focus on the need for programming to address education in the immediate aftermath of a crisis is appreciated. However, more analysis may be needed on the role and nature of education delivery in protracted crises and recovery settings. This includes the ways in which public education systems need to expand and be strengthened to address the needs of affected populations, as well as non-formal, catch-up programming.

III. The section should include some attention to the wider phenomenon of trafficking - both domestic and international, and its impact on education. This could include phenomena like sex trafficking and trafficking for child labour. It is important that a gender lens be applied to this analysis.

IV. An area that receives minimal attention is the need for data collection and improved programming in forced migration settings. It would be helpful to have some analysis on this issue and highlight any efforts to innovate in these settings.
C. Cross cutting issues.

I. As stated previously, a cross-cutting section on quality would be useful.
II. While the recognition of ECCE is welcome, it maybe also be important to reiterate secondary education. The role of adult literacy and lifelong education, especially for refugees and IDPs could likewise be recognized in the report.

III. Private schools. The recognition of the aspect of private education for domestic migrants is welcome. It would, however, also be important to address issues of private provision for refugees and IDPs.

IV. Professional development as it relates to teachers (teacher training) and school administrators.

V. Use of technology, which is often touted in forced migrant settings, but it is unclear whether these tools are useful.

D. How voices of migrants improve understanding of migration and education?

I. The role of racism and the experiences of active discrimination by host populations is a frequent narrative for migrants that may require more space.
II. At the same time, the relative experiences of first and second generation migrants are frequently different and would require more attention, especially in terms of how this experience is shaped by national educational policies. There is also a growing body of work addressing the performance of first vs second generation migrants in school systems which could be analysed in terms of the extent to which host educational systems are bring out the capacities of migrant and refugees.