

Key messages for 2019 GEM Report.

There are multiple links between education and migration which cannot be ignored.

1. People on the move are often denied their right to an education, often because of a lack of paperwork.
2. Immigrants are often discriminated against in education, and when looking for work, which wastes their potential.
3. Education systems have not adapted to fast moving internal migration, and to meet the needs of those perpetually on the move such as nomads or pastoralists.
4. Teachers are expected to be superhuman, managing multi-lingual, multicultural classrooms, but their training and teaching materials have not kept up with the times.
5. There is new momentum to improve the inclusion of refugees and migrants in education, which we must seize upon.
6. This momentum must be used to fill the remaining two thirds of the funding gap for refugee education.

GLOBAL MESSAGES + detail

There are multiple links between education and migration which cannot be ignored.

a. Migration and displacement puts pressure on education systems

- i. The number of refugee and migrant children in the world today could fill over half a million classrooms, an increase of 27% since 2000.
- ii. We estimate there will be an additional 80 million children living in slums in 2030 with chronic education needs.
- iii. Many parents have moved to cities leaving children behind and their education suffers. One in three children in rural China have been left-behind.
- iv. In some countries, such as Russia and China, rural to urban migration has seen half of their rural schools close.
- v. Half of those forcibly displaced are under the age of 18 and looking to re-enter school systems

b. Education is often central to people's decisions to move; it is also vital for improving the extent to which host communities welcome migrants, and improving migrants and refugees' sense of belonging.

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- i. Education can challenge stereotypes and help people face the unknown. For each level of education, the extent to which host communities welcome immigrants improves.

2. People on the move are often denied their right to an education, often because of a lack of paperwork. And this despite being most in need of the safe haven, stability and path to a brighter future it can provide.

- i. Since the New York Declaration two years ago on migration and displacement, refugees have missed out on 1.5 billion days of school.
- ii. Many countries are still explicitly excluding refugees from national education systems. For Rohingya refugees in Bangladesh, Burundian refugees in the United Republic of Tanzania, Karen refugees in Thailand and many Afghan refugees in Pakistan, education is in separate, non-formal, community-based or private schools, which may or may not be certified.
- iii. Countries such as Australia, Hungary, Indonesia, Malaysia and Mexico are still providing limited or no education at all to asylum-seeking children in detention
- iv. Some countries are addressing this. Jordan started letting children enter public schools without service cards in 2016.
- v. Migrants moving to cities from urban areas can find residency restrictions mean they're turned away at the school gate. Despite reforms, migrant children still need five pieces of paper to attend a school in Beijing.
- vi. The education needs in slums are critical. 26 schools in the Kibera slum in Kenya were just bulldozed to the ground to make way for a highway.

3. Immigrants are often discriminated against in education, and when it comes to finding work, wasting their potential. Most migrants are talented and driven; many have overcome huge challenges in their bid to do better. Expanding access to quality education for people on the move improves their lives while at the same time boosting development and economic growth in origin, transit and destination areas.

- i. They end up segregated into schools in quasi-ghettos or in slower, mostly vocational school tracks in rich countries, which compounds the disadvantage they face.
- ii. Their skills are being wasted:
 - a. Less than one-quarter of global migrants are covered by a bilateral qualifications recognition agreement
 - b. In rich countries, 1 in 3 immigrants are overqualified for their jobs compared to 1 in 4 of nationals

4. Education systems have not adapted to fast moving internal migration, and to meet the needs of those perpetually on the move such as nomads or pastoralists.

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- i. Their needs to learn the language of their host countries, navigate welfare systems and to become financially literate so they can make the most of remittances are not being met.
- ii. Textbooks are often still giving old-fashioned depictions of migration. Many curriculum are not accommodating of the skills many migrants need to find work or flexible enough to work around the lifestyles of those perpetually on the move.
- iii. Internal migration controls and residence permit restrictions have led to the emergence of unauthorised and illegal schools aimed at migrants.

5. Teachers are expected to be superhuman, managing multi-lingual, multicultural classrooms and children facing trauma, but their training and teaching materials have not kept up with the times.

- i. 55% of teachers in Lebanon have not been trained for the past two years
- ii. 52% of teachers in six countries in Europe say they have no support on teaching in diverse classrooms.

6. There is new momentum to improve how included refugees and migrants are in education, which we must seize upon.

- i. The two new global compacts on migration and refugees contain many education commitments and are both signed by almost all countries.
- ii. Promising commitments towards inclusive refugee education by 2020 have also been made at the regional level in the Horn of Africa's Djibouti Declaration
- iii. 8 of the top 10 refugee hosting countries include them in national education systems including Chad, Ethiopia, Lebanon and Uganda, albeit with varying degrees of success.
- iv. Many efforts are also seen at the national level: Lebanon and Jordan are doubling shifts in school to accommodate refugees, Kenya and Ethiopia ensure refugees follow the national curriculum, and Chad and Turkey are registering their data in national education management systems.

7. This momentum must be used to fill the remaining two thirds of the funding gap for refugee education. Humanitarian aid is not meeting children's needs and must be supplemented with long-term and predictable development aid as seen in Uganda's Education Response Plan.