Entreculturas-Fe y Alegría España (www.entreculturasy.org) is a relief and development NGO promoted by the Society of Jesus. We belong to the international education organization Fe y Alegría and we also work closely with the Jesuit Refugee Service to provide education in very heterogeneous contexts, some of them affected by migration, in Latin America, Africa and Asia. Also, we implement educational programmes for global citizenship to help young people understand the world around us and create an active global civil society. We hereby present some comments on the concept note for the 2019 GEM Report on Education and Migration.

Overall comments

1. We suggest to explore the role of education in contexts of heavy violence and migration. For example, Fe y Alegría has many popular schools in Honduras, Guatemala and El Salvador. Very frequently, students and their families wish/need to migrate internally or internationally (towards Mexico and U.S.A). Education is faced with significant challenges in these situations and it would be useful to analyze its possible role towards migration.

2. We believe that more focus is needed in IDP’s education and education of refugees living in neighbouring countries. The concept note mainly deals with international migration from poor countries to high income countries. However, most refugees live in camps or are “urban refugees” in countries not far away from their home country. These countries are usually poor countries with very high migrants’s figures and very weak public educational systems. Support of the international community to the educational systems of these countries is badly needed.

3. Host rich countries in Europe or USA have a rising problem of racism and xenophobia. We would welcome a stronger focus on the need to promote “global citizenship education” and all forms of awareness raising and campaigning supporting active engagement of people to recognise the interlinked nature of global issues, understand the root causes of inequality and contribute to a fairer and more sustainable world. We suggest to include this issue as a cross-cutting issue to voluntary migration and forced migration.

Specific comments

A. Instead of listing a variety of factors that prompt migration (pg. 2), we suggest to differentiate between pull factors or voluntary migration, and cases where people leave their home (internal or internationally) in search of peace and security, without having a previous migratory project in mind (push factor or forced migration). The term refugee only applies to some forced migrants, climate migrants, for example, do not fall under the definition of the 1951 Geneva Convention.
B. It is debatable that high income countries need unskilled foreign workers (pg. 3) and that many adults migrate due to the demand for unskilled jobs. It has been so in the past, but it stopped with the 2008 crises and many experts foresee a future of declining employment for next years due to technology. Also, a reference should be made to the treatment of migrant workers in some countries, like the Emirates or Qatar, which has been likened to “modern-day slavery.”

C. In our view, human smuggling is not due to the demand for unskilled labour but to the lack of safe and legal ways to access high income countries. Migrants have to travel irregularly and this creates a very profitable business for smugglers. People in the migratory flows are not only irregular migrants, they are also refugees, the flow is a mixed flow. Additionally, many people in the migratory flow towards Europe are women and girls victims of sex traffic to respond to a huge european`s demand for sex.

D. Education may permit more informed decisions on the final destination (pg.3) In Central America and Mexico, it is also a key tool for more informed decisions on the route, its perils and where to get some protection.

E. Forced or involuntary migration and education (page 9)

   a. Forced migration: we recommend addressing the different situations for forced migrants. The reason is that some of the following categories too often remain invisible and that the challenges linked to education vary.
      - refugees/IDPs
      - natural disasters/conflict
      - camps/sites/urban
      - recent crisis/protracted crisis

   b. Refugees and “durable solutions”: the report could have an analysis on the challenges of the so called durable solutions (resettlement, voluntary repatriation and integration) and education. Integration in host countries in the context of protracted crisis brings a series of obstacles and consequences to refugees’ education of paramount importance (i.e. the recent transition of Sudanese to Chadian curriculum for 2003 Darfur refugees in Eastern Chad). Initiatives for promoting integration from the outset of the forced displacement need to be examined accordingly with the UNHCR “Policy on alternatives to camps” in the light of education measures to be implemented.

   c. Education in emergencies and basic education: the concept note mentions that “refugee status gives access to basic education, but access to further education is often not ensured”. We would like to stress the relevance of understanding education in emergencies not only as basic/primary education but as a comprehensive educational pathway. Access to secondary and tertiary is not available for most of refugees and IDP’s meaning that transition between education and working life is disrupted (even more flagrant for girls).
Moreover, we would like to bring attention not only to “further education” but to extend it to “earlier education”. ECD (early childhood education) is most of the times bypassed and excluded to refugees and IDPs. ECD not only represents a relevant stage for pedagogical learning but a crucial space for protection in the framework of education in emergencies.

d. **Education Funding and protracted crisis (access+quality):** although funding for EiE has increased (i.e. ECW Fund) we are still concerned about the lack of funding for protracted crisis where educational needs remain but are overlooked. EiE in protracted crisis has to focus beyond access which should be already assured - on quality aspects, *conditio sine qua non* to enable refugees and IDPs to become self-reliant.

ENTRECULTURAS will be pleased to provide documentation to the GEM team as necessary, and looks forward to further collaboration.

For more information, please contact: Cristina Manzanedo | Migration Specialist-Entrecultur | www.entrecultur.org

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