



GLOBAL EDUCATION MONITORING REPORT

2019

Migration, displacement and education:

BUILDING BRIDGES, NOT WALLS

Brussels, 16 May 2019

Anna Cristina D'ADDIO

Senior Advisor, Global Education Monitoring Report



United Nations
Educational, Scientific and
Cultural Organization



Global
Education
Monitoring
Report

The 2030 Agenda for Sustainable Development commits us to leave no one behind

“Refugees and internally displaced
persons and migrants

are among those

who are vulnerable

[and] must be empowered”

1 in 8 are internal migrants

1 in 30 are international migrants

1 in 80 are displaced

One of their vulnerabilities
but also one of their strengths
is **education**

MIGRATION and DISPLACEMENT ► EDUCATION

Internal migration leads to:

CHILDREN LEFT BEHIND

- One in three in rural China

International migration leads to:

BRAIN DRAIN

- At least 1 in 5 skilled people emigrate from 27% of countries

Displacement leads to:

EMERGENCIES

- Half of refugees are under 18

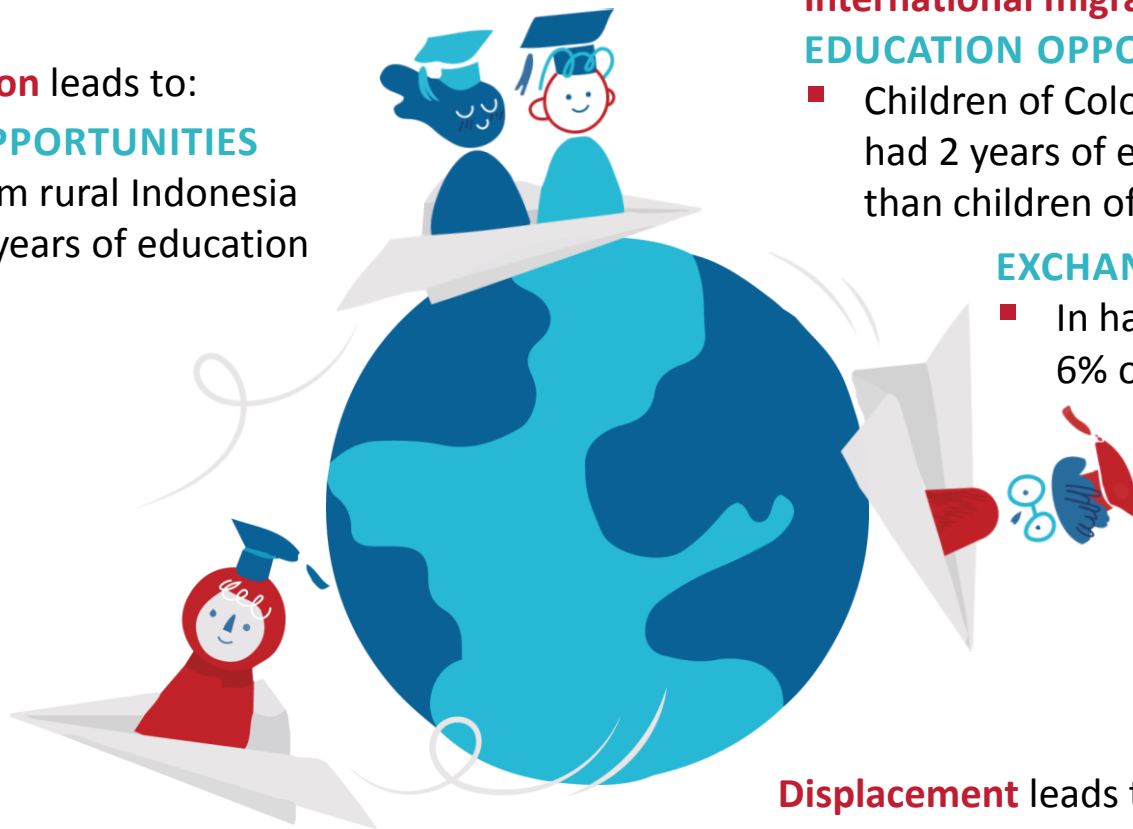


MIGRATION and DISPLACEMENT ► EDUCATION

Internal migration leads to:

EDUCATION OPPORTUNITIES

- Migrants from rural Indonesia had 3 more years of education



International migration leads to:

EDUCATION OPPORTUNITIES

- Children of Colombian migrants in USA had 2 years of education more than children of non-migrants

EXCHANGE AND MOBILITY

- In half of countries at least 6% of students emigrate

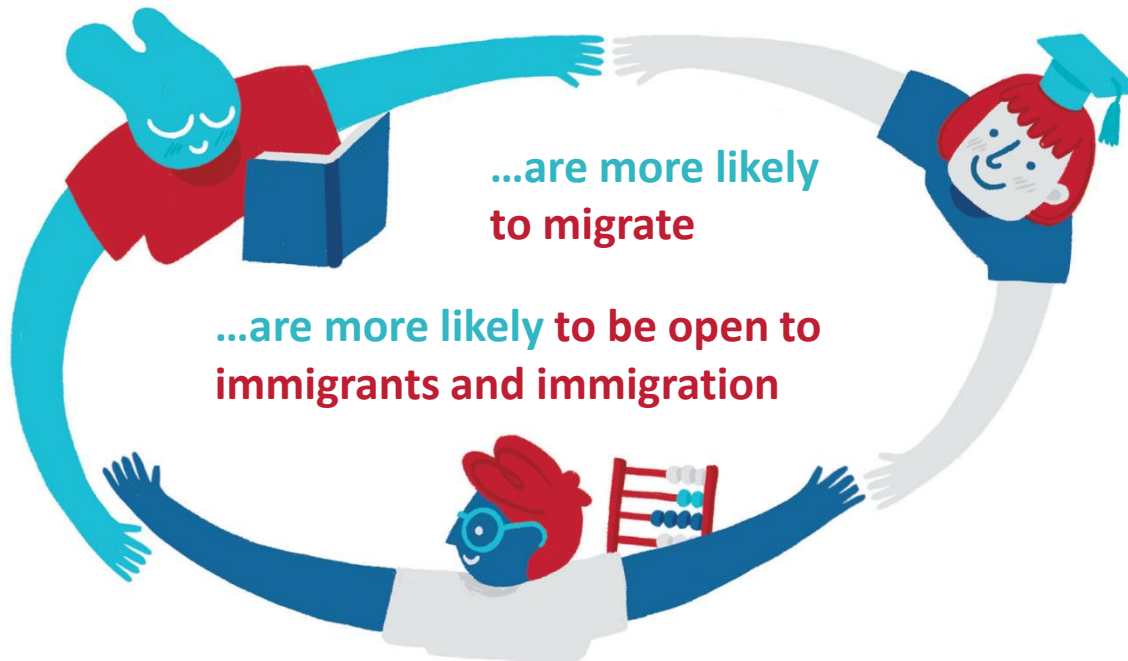
Displacement leads to:

REFUGE

- There were 12,700 attacks on schools in conflict-affected countries

EDUCATION ► MIGRATION

The more educated...



Compared with primary education graduates, tertiary education graduates are

2x as likely to migrate **internally**

5x as likely to migrate **internationally**

EDUCATION

▼

MIGRATION and DISPLACEMENT

Inclusive education for migrant and displaced populations:

- addresses causes of tension
- helps realise their potential
- supports communities back home



Lowering the cost for migrants
to send money home
from **7%** to **3%**
would provide **US\$1 billion**
for education



Two new **global compacts**
on migrants and refugees
have been signed
with education commitments

**How should countries
achieve these commitments?**



1 Protect their rights

- Don't let ID documents or residence status block enrolment
- Make education and immigration laws consistent
- Do not let school leaders add extra barriers
- Put formal processes in place to respond to rights' violations

In just 2 years since the
New York Declaration...



...refugees have missed
1.5 billion days of school

“Jordan started allowing children to enter public schools without identification cards in 2016”

2 Include them in national systems

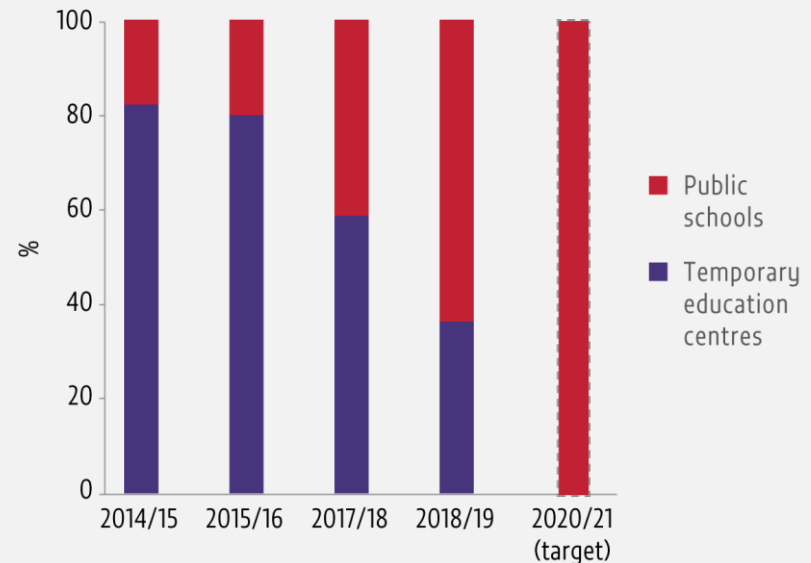
Refugees should:

- spend minimal time in schools not following national curricula

Immigrants should:

- not be segregated
- spend as little time as possible in preparatory classes
- not be separated into slower school tracks

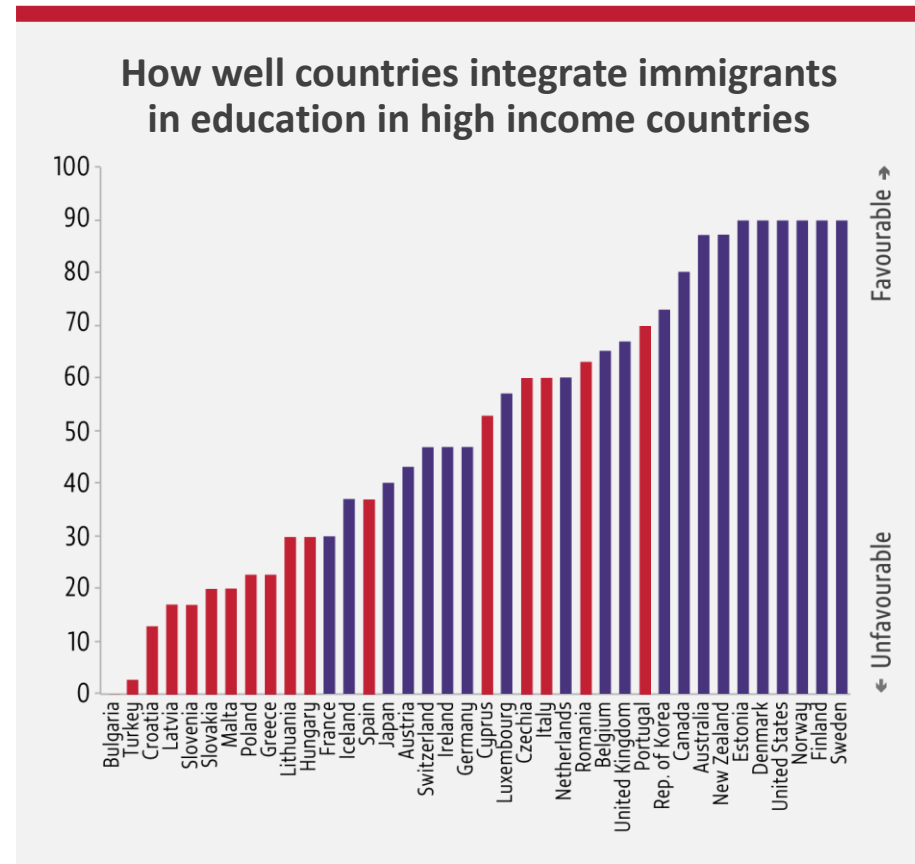
Turkey has committed to include all Syrian refugees to its national education system by 2020



“8 of the top 10 refugee hosting countries include them in national education systems including Chad, Ethiopia, Lebanon and Uganda”

3 Respond to their needs

- Provide language and other facilitating programmes
- Provide alternative, preparatory and accelerated education programmes
- Help overcome cost barriers
- Provide financial education programmes



“A cash transfer in Lebanon increased refugee school attendance by 20%”

Education to heal trauma?

Address the trauma of displacement through social and emotional learning

Many migrants and refugees have experienced trauma, which affects their ability to learn:

- In the Netherlands, between 13% and 25% of refugees and asylum seekers suffer from post-traumatic stress disorder and/or depression.

Prevalence is also high in low and middle income countries:

- 75% of 331 internally displaced children in southern Darfur in Sudan had post-traumatic stress disorder; 38% had depression

Policy Paper 38

April 2019

Education as healing: Addressing the trauma of displacement through social and emotional learning

The conditions under which migrants and refugees have to leave their homes and homelands can be traumatic in the extreme. Whether they have crossed the Mediterranean in an overcrowded and unsafe boat, been barricaded in a Syrian basement for protection from shelling, or been chased away from a burning village in Myanmar, the events of their departures and their journeys can leave scars on those affected – and none more than on children who have witnessed and experienced death, loss, violence, separation from family and prolonged insecurity. Even those fortunate enough to find a sanctuary often face further hardship or discrimination in their host communities that can exacerbate their vulnerability.

Traumatic experiences can cause long-lasting physical, emotional and cognitive effects (Figure 1). This can be particularly damaging when experienced during the sensitive periods of brain development (Fletcher, 2018). Persistent levels of stress can disrupt the architecture and development of brain and other biological systems with serious negative impacts on learning, behaviour and lifelong physical and mental health (Wood et al., 2012). Brain areas implicated in the stress response to trauma include those responsible for emotion regulation and memory; increased exposure to cumulative life stress during childhood has been associated not only with poorer spatial working memory but also with physical changes in the size of different brain areas (De Bellis and Zisk, 2014). Trauma may also lead to behaviours that disrupt individuals' learning, such as withdrawal,

outbursts of anger or delays in language development (Statman-Well, 2015).

However, even at critical times of brain development, the effects of traumatic experiences can be addressed with appropriate medical treatment and a responsive environment (Wieder and Kaufman, 2011). Care and recovery following a traumatic event are commonly considered the exclusive purview of health services, especially when clinical mental health issues need to be addressed. But in practice, this may not always be the case (Sandalo, 2018).

Access to specialized medical care may present a challenge for populations affected by the trauma of displacement. In some cases, refugees may underutilize mental health services, even when they are available for free and despite being at higher risk of psychological distress, because of systemic barriers, such as lack of documents necessary to seek medical health practitioners, or cultural barriers, such as lack of knowledge about or cultural taboos surrounding mental health issues (Sullivan and Simonson, 2016). In such situations, schools can connect healthcare professionals, communities, teachers, parents and students (Vostanis, 2016). In resource-poor contexts, the lack of health facilities means that teachers may be the only professionals affected families may encounter and psychosocial support interventions may take place in schools (Fazel and Betancourt, 2018; Munz and Melcop, 2018). This is despite the fact that teachers themselves may need support.

Social-emotional learning can help

Approaches include:

- Creative expression activities
- Executive function activities
- Mind-body activities
- Social support-building activities
- Cognitive behavioral therapy



“Turkey used cognitive behavioral therapy with traumatized Syrian refugee students and the proportion of those with disorder symptoms halved”

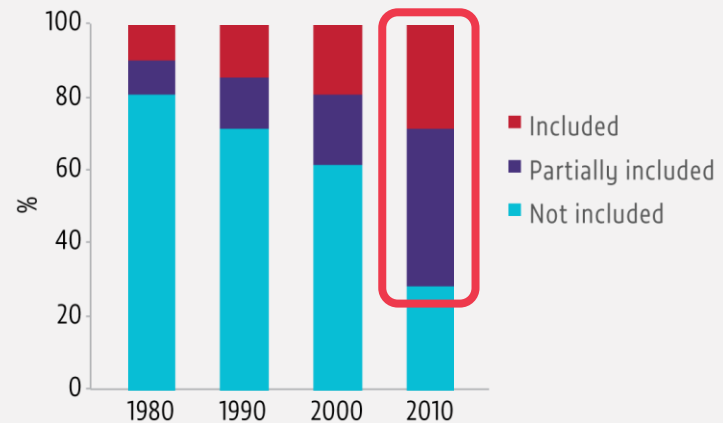
4

Recognize their histories

Adapt curricula and re-think textbooks so that they:

- respect past history and current diversity
- recognize contributions of immigrants and refugees
- promote openness to multiple perspectives

Two thirds of 21 high income countries have introduced multicultural education at least partially



“81% of those who took part in the Eurobarometer survey agreed that school materials should include information on ethnic diversity”

5 Prepare their teachers

Train teachers to:

- deal with diversity
- confront stereotypes and discrimination
- to recognize stress and trauma and refer those in need

In the Syrian Arab Republic



73% of teachers had no training on how to provide **psychosocial support**

“In the Netherlands 89% of teachers have had at least one student experiencing trauma in their classroom...20% lacked the relevant skills to deal with it ”

Teachers need support in addressing trauma

Busra has been trained to help Syrian children in Turkey who are suffering from trauma

“It was one of the best training sessions I’ve ever attended.

It helped on separating problems, determining whether the issue is trauma based or not – helping understand the difference between whether the students’ failure is based on trauma or just laziness.”



6 Harness their potential

- Reform institutions to accept qualifications earned all over the world
- Streamline and simplify systems for certifying skills

Among those with tertiary education
in richer countries...



over **1/3** of immigrants



but **1/4** of natives

are overqualified for their jobs

“Germany offers opportunities to identify and evaluate undocumented occupational competences”

We are wasting their potential...and ignoring demand

1 in 8 immigrants
said that qualifications'
recognition is their **biggest**
challenge...



...above even language skills,
discrimination or visa
restrictions

Barriers are particularly high for the displaced

Some are taking positive steps to address the issue:

In 2017, **IGAD education ministers** included in their declaration a call upon all member states to 'ratify and domesticate the Addis Convention as a basis for recognition of refugee and returnees' qualifications'

Italy has set up a network of experts to evaluate refugees' qualifications

Norway has developed a European Qualifications Passport

In **Belgium**, fees are waived for displaced people



Informal learning is also hard to assess

In Europe, out of **36 countries** in 2016, **only 4** had a single approach to recognize prior learning covering all sectors.



Only a few have practices targeted at migrants and refugees

- only 1/3 European projects

“Norway has introduced a system in 2017 to electronically map the skills of adults in asylum reception centres,”

Children and students face challenges too



To help children be placed in the appropriate school level without official paperwork...



Countries such as **Costa Rica, Iraq, Lebanon, South Africa, Sweden** and **Turkey** have implemented new processes, including allowing children and students to:

- sit placement or general knowledge tests
- sit interviews
- take bridging programmes.

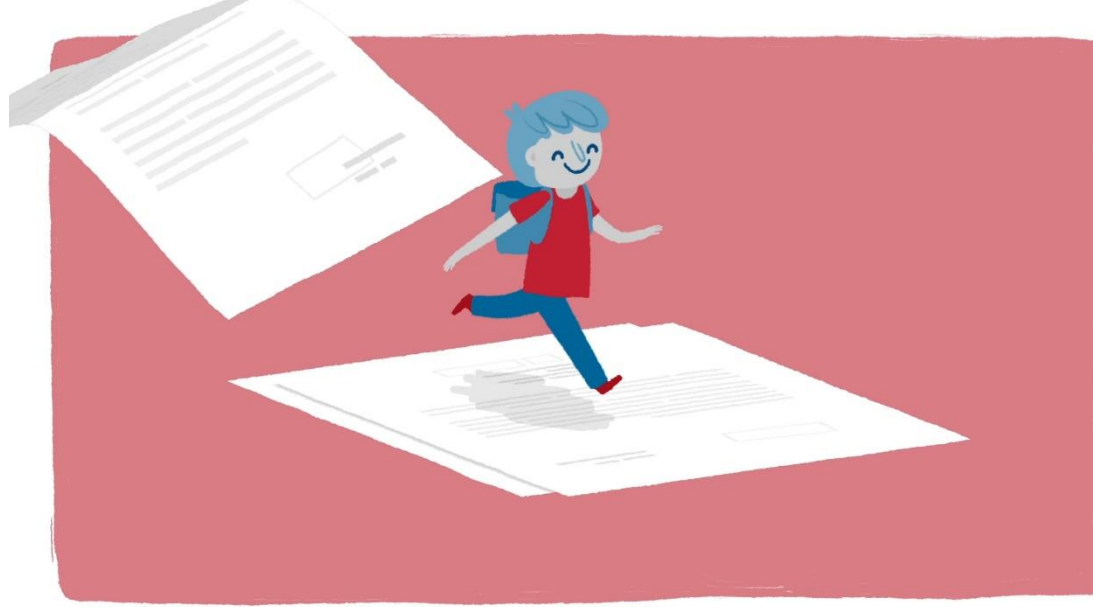
“*At the last IGAD meeting, Ministers of Education signed an agreement to ‘recognise and validate the qualifications of refugees and returnees across all levels of education’*”

Despite multiple regional conventions ... many face implementation challenges

- Regional and national recognition systems are often fragmented
- They are not very well advertised



They need to be simpler and more flexible to migrants and refugees needs.



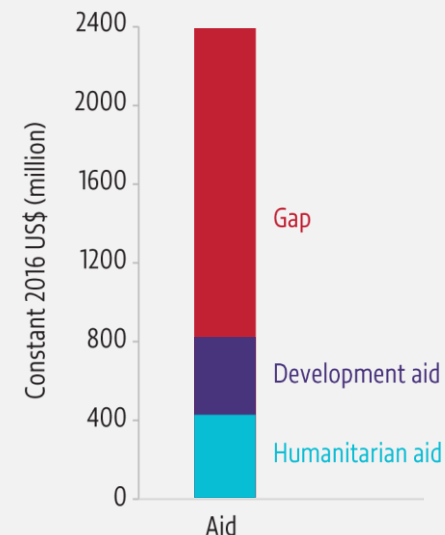
Help ease up on the paperwork. Our recommendations:

1. Mechanisms need to include provisions **targeted at migrants and refugees**
2. They must be **simpler, more flexible and with reduced costs.**
3. Create **clear, transparent and coherent frameworks** to recognize prior learning
4. **Raise awareness** of existing recognition procedures
5. Provide other services to **help with the transition to work**
6. All countries should **assess the knowledge and skills of minors** and place them in appropriate grades within, at most, weeks of their arrival.
7. **Use technology** to assess skills, *but with caution.*

7 Reform humanitarian/development aid

- Humanitarian and development actors must co-ordinate to provide predictable, multi-year funding
- Multisector humanitarian plans should include education

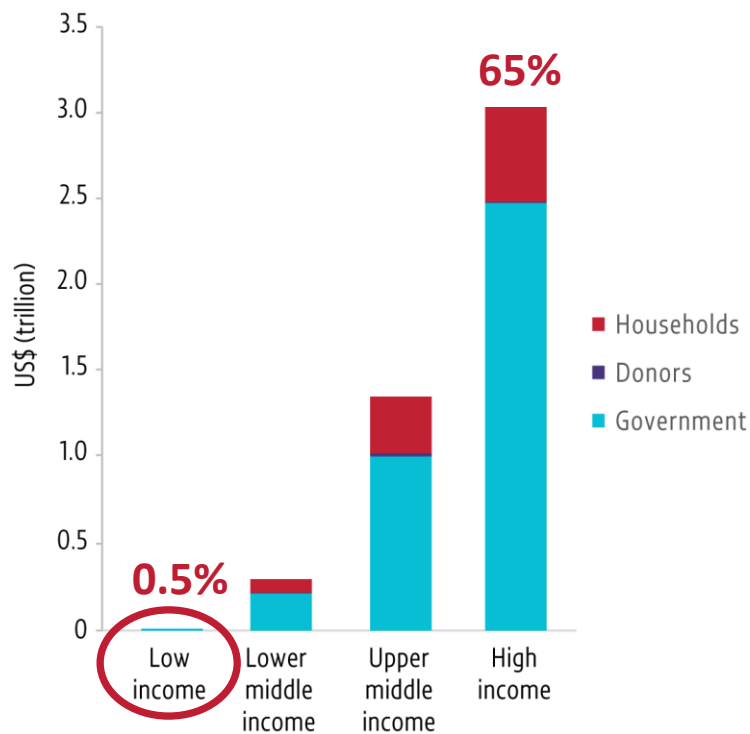
Only a third of the funding gap for refugee education has been filled



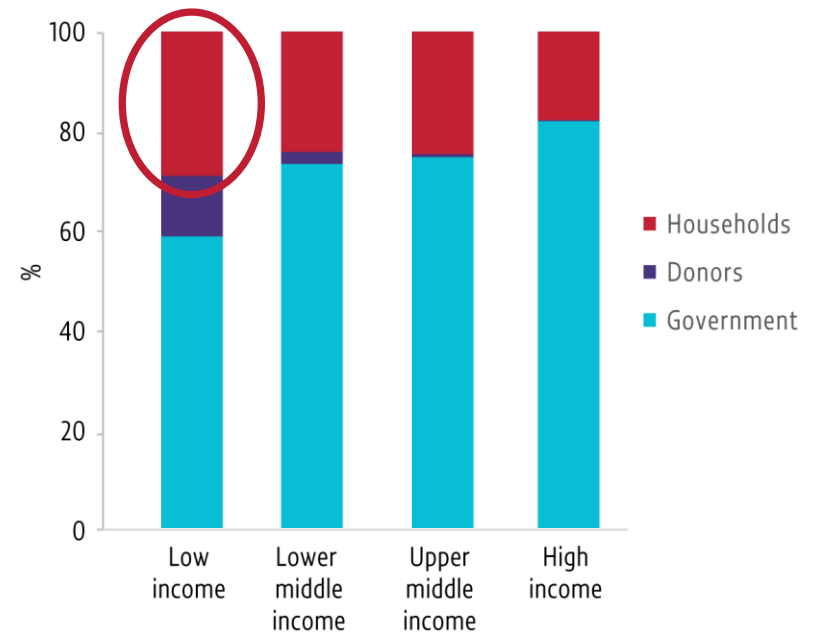
“Uganda brought together humanitarian and aid partners to prepare its education response plan”

Funding does not reflect global priorities

Only **0.5%** of all **global spending on education** goes to low income countries

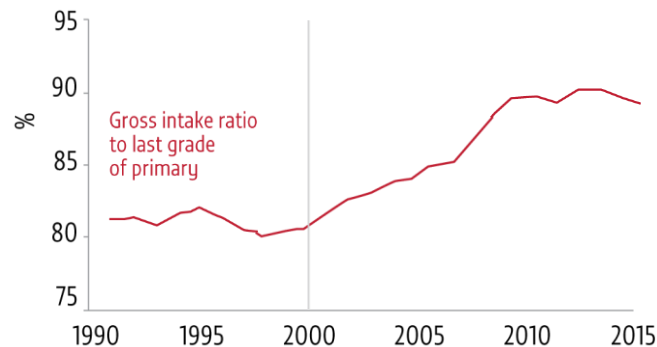


A third of the cost of education is **paid out of households' pockets** in low income countries

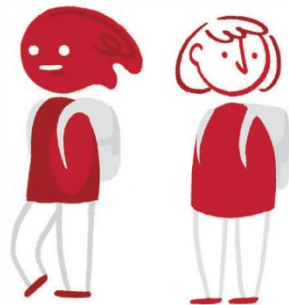
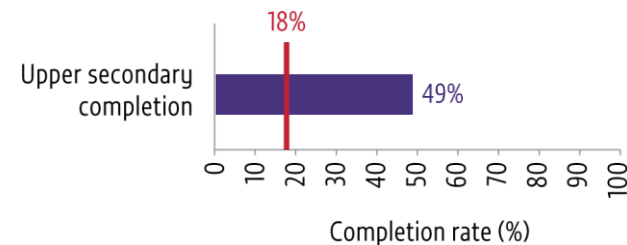


Many more are not completing school

Advances in **primary** school completion have **stagnated globally**



49% completed **secondary** school **globally**
18% in **low income** countries in 2013–17



In the European Union
2x as many foreign-born students as natives
left school early in 2017



...and not learning even the basics

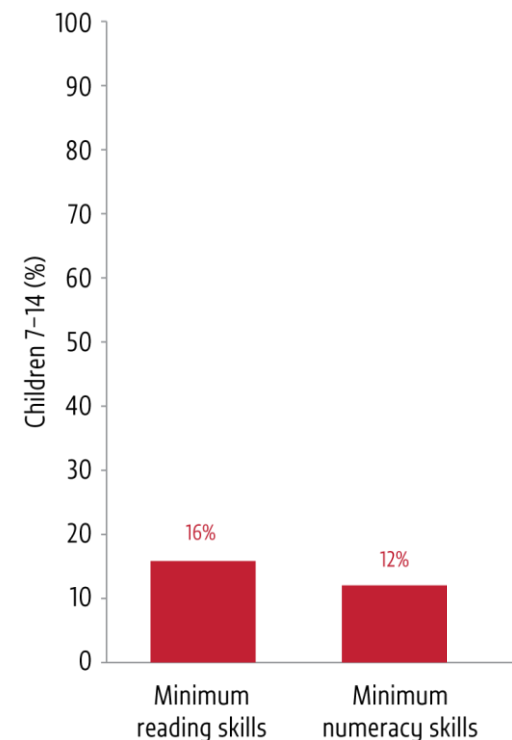
Students with immigrant backgrounds
in OECD countries were
32% less likely than natives...



...to achieve basic skills in reading,
mathematics and science in 2015

The share of **grade 4 students** with minimum reading skills
in middle and non-OECD high income countries
increases by **less than 1 percentage point** each year

Low income countries
have a much longer way to go
e.g. **Sierra Leone** in 2018



Join in the discussion

#EducationOnTheMove

Download the report:

bit.ly/GEM2019

Download the paper on trauma:

bit.ly/educationalhealing

ac.daddio@unesco.org



United Nations
Educational, Scientific and
Cultural Organization



Global
Education
Monitoring
Report