Migration, displacement and education:
BUILDING BRIDGES, NOT WALLS
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**

**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

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
The more educated...

...are more likely to migrate

...are more likely to be open to immigrants and immigration

Compared with primary education graduates, tertiary education graduates are

2x as likely to migrate **internally**

5x as likely to migrate **internationally**
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?
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”
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

"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%”
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.
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."
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

“81% of those who took part in the Eurobarometer survey agreed that school materials should include information on ethnic diversity”
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 are overqualified for their jobs
but 1/4 of natives

“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.
Reform humanitarian/development aid

- Humanitarian and development actors must co-ordinate to provide predictable, multi-year funding

- Multisector humanitarian plans should include education

“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
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.

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

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

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

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