

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

The Global Education Monitoring (GEM) Report on migration and displacement, released today by UNESCO, shows that millions of refugee children the world over have no access to education. They have missed 1.5 billion days of school in the 2 years since the landmark New York Declaration that set the principle of shared responsibility for addressing the challenges posed by migration and displacement. Funding is not meeting their needs.

Entitled, *Building bridges, not walls*, the report estimates that US\$800 million was spent on refugee education in 2016, split roughly equally between humanitarian and development aid. That covers only about one-third of the most recently estimated funding needs. If the international community employed humanitarian aid only, the share to education would have to increase tenfold to pay for refugees' education.

The absence of education in individual appeals demonstrate the extent of the crisis. Of 26 active humanitarian and refugee response plans, nearly half made no mention of learning or education for children under 5, and less than one-third specifically mentioned pre-primary education or early childhood education and care.

UNRWA, providing education to half a million Palestinian refugees, lost the support of the United States, its largest donor, in August 2018 and the continuation of its services are under serious threat despite huge global mobilization to fill their funding gap.

Manos Antoninis, Director of the GEM Report said quote: *“Half those forcibly displaced are under the age of 18 with immediate education needs. The vast majority of refugees live in low and middle income countries, which depend upon international support to address the education needs of refugee and host communities. Such support is needed to recruit or train teachers and to provide assistance to refugee students to enable them to sit side by side with other children in classrooms.”*

The Report celebrates the 8 out of 10 countries hosting the most refugees which are including them in national education systems, but also shines a light on those who are still explicitly excluding them outright. For Rohingya refugees in Bangladesh, with 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.

Some countries' attempts to fully include refugees are thwarted by a lack of resources. Without enough money to build more schools, countries like Lebanon and Jordan have morning and afternoon school shifts meaning refugee children may only partly interact with their native peers.

Teachers' salaries are the most expensive part of any education bill. Germany needs an additional 42,000 teachers and educators at an estimated cost of EUR 3 billion extra per year, Turkey needs 80,000 teachers and Uganda needs 7,000 primary teachers to teach all current refugees.

The Education Cannot Wait Fund, established in 2016 is highlighted as key for raising resources for education in emergencies that can bring humanitarian and development actors to work together. Donors are called to use the momentum behind the Fund's creation to catalyse predictable, multi-year funding.

Report recommendations:

1. Protect the right to education of migrants and displaced people

EMBARGO – 20 November 2018. 00.01 GMT

2. Include migrants and displaced people in the national education system
3. Understand and plan for the education needs of migrants and displaced people
4. Represent migration and displacement histories in education accurately to challenge prejudices
5. Prepare teachers of migrants and refugees to address diversity and hardship
6. Harness the potential of migrants and displaced people
7. Support education needs of migrants and displaced people in humanitarian & development aid.

- ENDS -

For more information, please contact Kate Redman k.redman@unesco.org 0033 6 71 78 62 34

Notes to editors

Visit the [#EducationOnTheMove campaign](#) page to see the stories of people on the move around the world in real time, showing their challenges, and successes in accessing an inclusive education.

Visit the Report's [electronic press kit](#) containing Report and multimedia materials.

The 2019 Global Education Monitoring Report examines the education impact of migration and displacement across all population movements: within and across borders, voluntary and forced, for employment and education. It also reviews progress on education in the 2030 Agenda for Sustainable Development.

In view of increasing diversity, the report analyses how education can build inclusive societies and help people move beyond tolerance and learn to live together. Education provided equally builds bridges; unequal provision raises walls between migrants and refugees and their host communities.

Two new global compacts on migrants and refugees recognize education's role and set objectives aligned with the global commitment to leave no one behind. This report is a vital toolkit for these compacts. It covers policy issues that address seasonal migrants, rural school consolidation, intercultural curricula, refugee inclusion in national education systems and elimination of segregation, qualifications recognition, targeting of school funding, more effective humanitarian education aid and teacher preparedness for diverse classrooms in emergency, protracted and "new normal" contexts.

The report calls on countries to see education as a tool to manage migration and displacement and an opportunity for those needing one.