

EMBARGOED 20 November, 2018

Global media messages for 2019 GEM Report.

To note that you may need to pick and choose from the below depending on the focus of the interview. Points 3 and 4, for instance, will not be relevant to people wanting to hear about refugees, etc...

- 1. The 2019 GEM Report uncovers the extent of the links between education and migration and displacement. Analysing different countries, it shows which policies have best served the goal of including migrants and refugees in education systems.**
- 2. Despite official commitments to inclusion, refugees, asylum seekers and immigrants are denied their right to education in many countries, often because of a lack of paperwork.**
- 3. Refugees, asylum seekers and immigrants are also often discriminated in classrooms, for example in curricula and textbooks, or in labour markets, when it comes to recognizing their skills, wasting their potential.**
- 4. In rapidly urbanizing countries, education systems have often not ensured that there are enough public schools for those who settle in slums.**
- 5. In the face of migration and displacement, often too much is expected of teachers who are called upon to manage multi-lingual and multi-cultural classrooms but their training and teaching materials have not kept up with the times.**
- 6. But there is new momentum to improve the inclusion of migrants and refugees in education, which we must seize upon.**
- 7. This momentum, together with a global commitment to share the responsibility, must be used to fill the remaining two thirds of the funding gap for refugee education.**

GLOBAL MESSAGES + detail *[choose examples depending on region/audience]*

1. The 2019 GEM Report uncovers the extent of the links between education and migration and displacement. Analysing different countries, it shows which policies have best served the goal of including migrants and refugees in education systems.

- a. **The Report gives new evidence of the pressure put on education systems by migrants and refugees.**
 - i. *[Global]* The number of refugee and migrant children in the world today could fill over half a million classrooms, an increase of 26% since 2000.
 - ii. *[Africa/Asia Internal]* We estimate there will be an additional 80 million children living in slums in 2030.
 - iii. *[Asia Internal]* Many parents have moved to cities leaving children behind. One in three children in rural China have been left-behind.
 - iv. *[Central/Asia Internal]* In some countries, such as Russia and China, rural to urban migration has seen half of their rural schools close in as little as 15 years.
 - v. *[Global Refugees]* Half of those forcibly displaced are under the age of 18
- b. **The Report gives new evidence on the extent to which education affects migration and our responses to it**
 - i. Those with tertiary education are two times as likely to migrate from village to city and four times as likely to migrate across borders as those with primary education. In most countries, the average immigrant is more educated than the average native.
 - ii. Education can challenge stereotypes and help people face the unknown. The extent to which host communities welcome immigrants and refugees increases the higher the level of education.

2. Despite official commitments to inclusion, refugees, asylum seekers and immigrants are denied their right to education in many countries, 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. *[refugees]* Since the New York Declaration two years ago on migration and displacement, refugees have missed out on 1.5 billion days of school.
- ii. *[refugees]* 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. [asylum seekers] 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. [displaced] Jordan started letting children enter public schools without service cards in 2016. [this is not the only example in the report]
- v. [internal] In China and Viet Nam, migrants moving to cities from rural areas were restricted in their access to public schooling. Despite reforms, the legacy of past restrictions remains: migrant children still need five pieces of paper to attend a public school in Beijing.
- vi. [internal] 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. Refugees, asylum seekers and immigrants are also often discriminated in classrooms, for example in curricula and textbooks, or in labour markets, when it comes to recognizing their skills, 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 and destination countries.

- i. They end up segregated into schools of lower quality or in school tracks for students with lower academic abilities, so you find classrooms with many ethnic minorities grouped together, 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
- iii. Their needs are not recognized: Immigrants need help, for example to learn the language of instruction.
- iv. Many curriculum are not accommodating of the skills many migrants need to find work or flexible enough to work around the mobile lifestyles of those perpetually on the move. Textbooks are often still giving old-fashioned depictions of migration.
 - a) Increased diversity in curricula has broad public support in Europe: 81% agreed that school lessons and materials should include information on ethnic diversity
- v. They need financial literacy training to navigate the financial system to avoid being scammed, and so they can make the most of remittances.

4. In rapidly urbanizing countries, countries have not done enough to ensure that there are enough public schools for those who settle in slums.

- i. The Report estimates an additional 80 million children will live in slums by 2030.
- ii. Education needs are extreme in informal settlements: The secondary school attendance rate in Bangladeshi slums in 2016 was twice as high in slums as in other urban areas
- iii. The Report also reveals is an acute shortage of urban planning professionals in Asia and Africa who would help make the move towards sustainable urbanization that protects the poorest. There is only one urban planner for every 400,000 people in India.

5. In the face of migration and displacement, often too much is expected of teachers who are called upon to manage multi-lingual and multi-cultural classrooms but their training and teaching materials have not kept up with the times.

They are left not only teaching the curriculum, but also managing crowded, multi-lingual, multi-cultural classrooms, and often given responsibility of children needing counselling and sometimes psychosocial support

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

6. But there is new momentum to improve the inclusion of migrants and refugees in education, which we must seize upon.

- i. The two new global compacts on migration and refugees contain many education commitments and are both being signed by almost all countries at the end of this year.
- ii. Globally, eight of the top ten refugee hosting countries include refugees in their national education systems. Turkey has committed to including all Syrian children in its education system by 2020. The Djibouti Declaration in the Horn of Africa signed by 7 countries aims to include refugees in national education systems by 2020.
- iii. At least two-thirds of high income countries include at least some elements of multi-cultural education, compared with just 20% in 1980.
- iv. The Education Cannot Wait fund set up in 2016 is indicative of global efforts to bridge humanitarian and development aid and fund refugee education.

7. This momentum, together with a global commitment to share the responsibility, 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.

- i. US\$800 million was spent on refugee education in 2016, split roughly equally between humanitarian and development aid
- ii. That covers only about one-third of the most recently estimated funding needs.
- iii. If the international community employed humanitarian aid only, the share to education would have to increase tenfold to pay for refugees' education.

Positive examples:

Skills recognition:

- *For those without documentation, Norway uses academic assessments, take-home assignments and mapping of work history to recognize their skills*
- *Turkey offers equivalency tests for students without documentation to apply to university.*
- *The Philippines sets up training for Filipinos before they migrate and has set up qualification recognition agreements for emigrant workers with the Gulf States and Hong Kong.*

Inclusion of refugees:

- *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.*

Language:

- *In Sweden, immigrants that take part in language courses receive monetary incentives for successful course completion*
- *Oslo offers children welcome classes lasting up to two years, before being included in the national education system.*
- *Germany offers 600 hours of language training.*
- *Ireland's secondary leaving exam is administered in 18 EU languages*
- *Canada's curricula is provided in aboriginal languages.*

Pastoralists:

- *Many countries, including Kenya, have a dedicated national council for nomadic education. Kenya has also put mobile schools and mobile teachers in place.*

Curricula

- *In Canada, learning about migration begins in textbooks in grade 2.*

Slums:

- *The Report cites the positive step taken to carry out an open mapping project in Kibera, which found 230 more schools than previously estimated, alerted officials to the extent of informal provision and supported calls for government funding for more schools.*

Teacher training:

- *In Germany between 2012 and 2015, 10 states began providing explicit content for language support in teacher training*
- *Chad boasts one of the most promising examples of professional pathways for refugee teachers, upscaling their qualifications so that they now have opportunities to work in Chad's public schools.*

Aid to refugees:

- *Uganda brought together humanitarian and aid partners to prepare its education response plan*
- *Ireland is establishing a joint humanitarian and development mission to review the impact of their funding.*