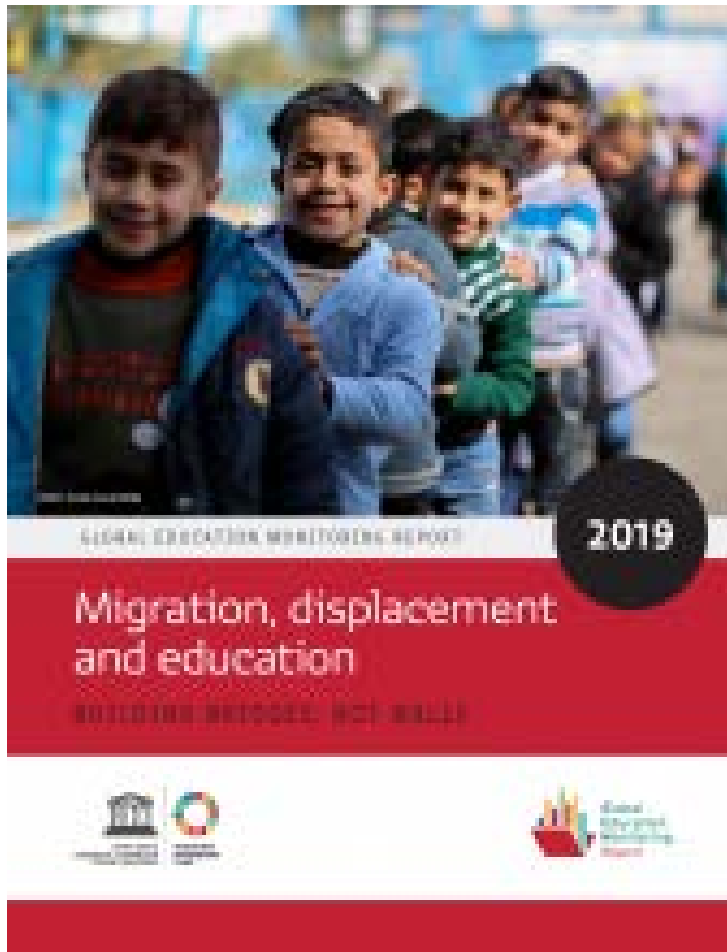


Including immigrants and forcibly displaced people in education at the local level

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The 2019 GEM Report



7 Recommendations:

1. Protect their rights
2. Include them in national education systems
3. Respond to their needs
4. Recognize their histories
5. Prepare their teachers
6. Harness their potential
7. Reform aid

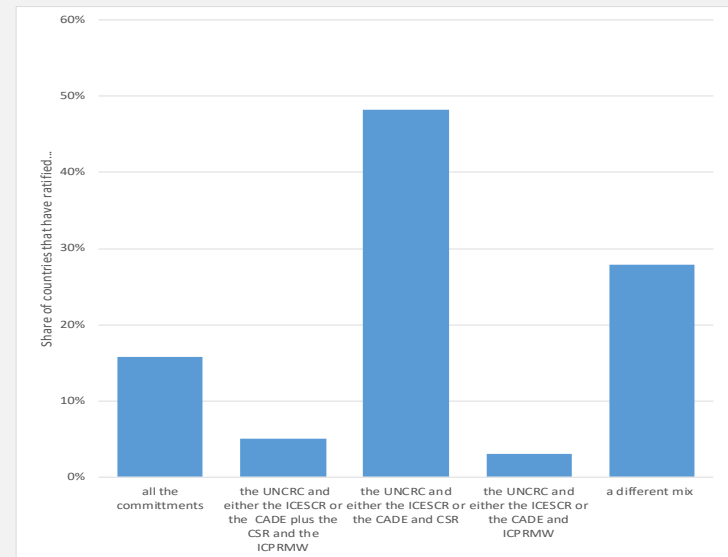
Support the implementation of the Global Compacts

Great strides have been made to uphold the right to education

The 2019 GEM Report shows

- 8 of the top 10 refugee hosting countries include them in national education systems
- However globally just 16% of countries are highly committed to the right to education of migrants having ratified all six most relevant treaties

Very few countries are strongly committed to the RtE of Migrants



Source: D'Addio (2019) and RTEI (2018)

Education, migration, displacement in cities...

- The relation between education and migration/displacement is multi-faceted and complex
- Immigrants and forcibly displaced people are heterogeneous and have different and multiple needs with respect to education
- Multiple actors are mobilized to answer those needs but local governments are most often at the forefront with responsibilities for the provision of services in several areas including education

SOME FACTS

...on displacement

- **87 million displaced people in the world - 25 million refugees;**
- Half those forcibly displaced are under the age of 18 yet many countries are still explicitly excluding them from national education systems
- Most often located in countries with already struggling education systems

Source: UNESCO (2018) GEM Report 2019



CREDIT: Pattenk Wiggers/UNHCR

...on international migration

- The number of international migrants has more than tripled,
 - **from around 75 million in 1964 to 258 million in 2017,**
 - **But it has been nearly stable as a % of the total population**



Source: UNESCO (2018) GEM Report 2019, Migration, Displacement and Education

...and on internal migration

- The number of internal migrants, less often mentioned, averages **713 million or three times that of international migrants**, according to the most recent estimates (Bernard et al., 2018).
 - Today, the largest internal population movements occur in low- and middle-income countries, particularly China and India.
 - Yet the more educated are the most likely to migrate (UNESCO, 2018 - GEM Report 2019)

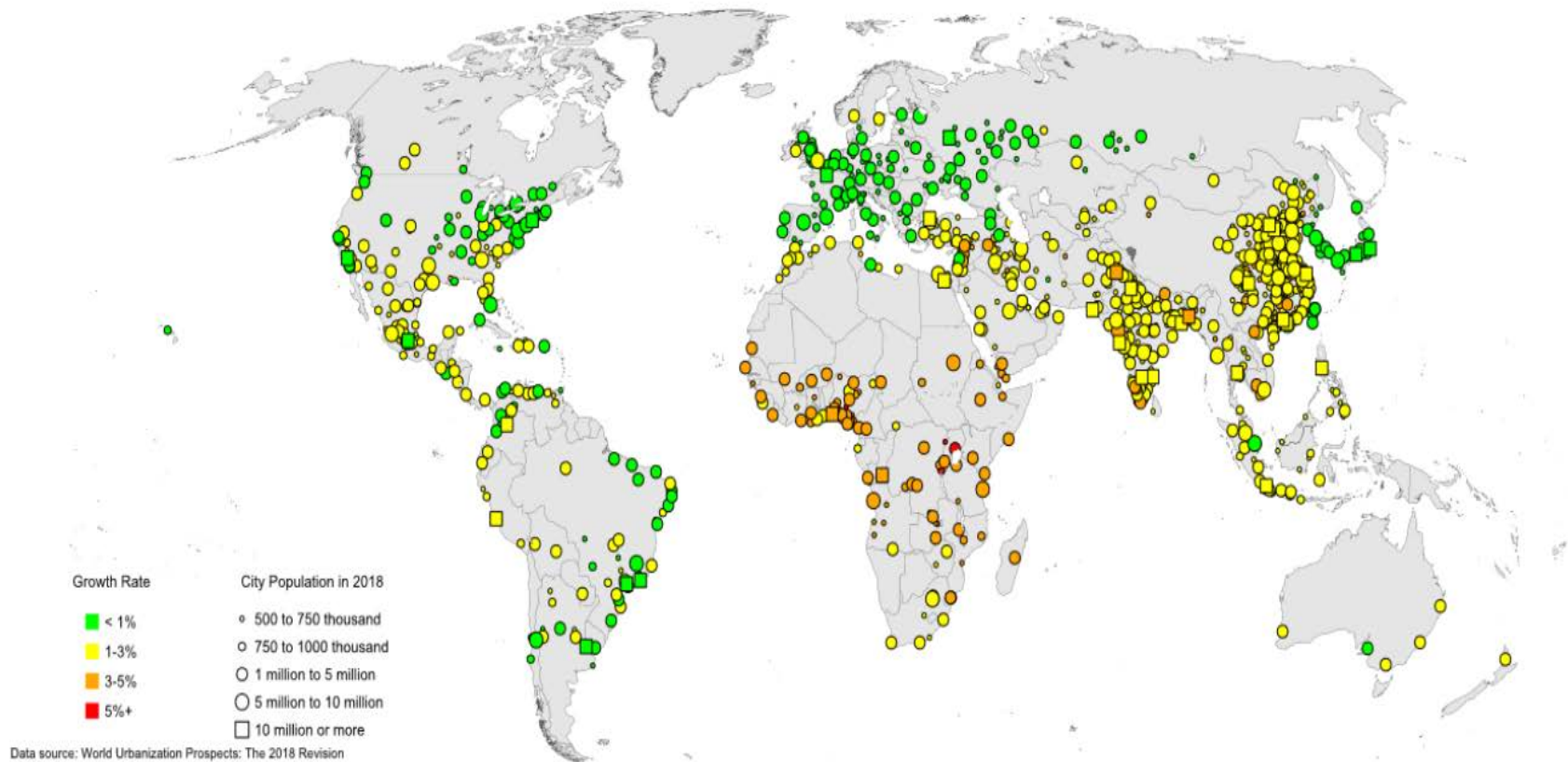
Immigrants and the forcibly displaced often settle in urban settings

- Nearly **one in five people** born abroad live in the largest cities.
 - 22 metropolitan areas (including Abu Dhabi, Kuwait City, Madrid and the Greater Johannesburg) with nearly 20% of stock of the foreign-born have *above 1 million foreign-born residents* (Columbian college of Arts and Science, 2019).
- Not only migrants, the forcibly displaced people often find refuge in urban settings
 - ***around 60% of the total refugee population*** lives in cities and urban areas and not in camps (Gaynor, 2018)

Contributing to increasing population living in cities

Population will continue to increase in urban settings especially in low and middle income countries...

2018-2030

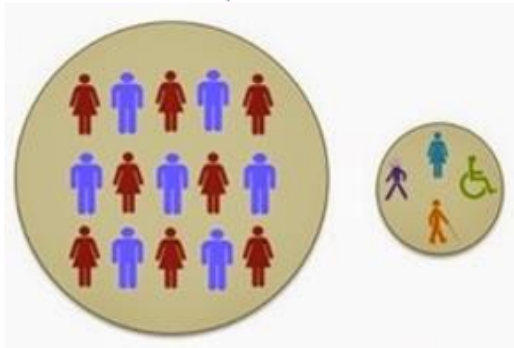


What are local governments doing to include them in education?

Some preliminary remarks

- Integration, despite being multidimensional, is not inclusion

Separation



Vulnerable groups attend special schools

Integration



Vulnerable groups attend separate classes in mainstream schools

Inclusion



Vulnerable groups attend the same class

Source: The So'Lille Association <https://lepole.education/en/pedagogical-culture/63-the-inclusive-school.html?start=1>

- Equity and inclusion are different concepts

1 Which initiatives foster inclusion in education at the local level?

- The degree of refugee inclusion varies across displacement contexts, according to **geography, history, resource availability and system capacity**
- Cities' actions include initiatives to **fight against racism and discrimination and to protect human rights**
 - include local ombudsmen, education programmes, human rights offices, campaigns against hate speech.
 - Education against xenophobia, and migrant advisory committees are common city-led efforts (WEF, 2017).

2

Which initiatives foster inclusion in education at the local level?

- Cities efforts are found at **all education levels for all ages (LLL)** with involvement of different actors, private and public
 - **Inclusion should start early** : many cities including New York, Vienna, Recife, are focusing efforts on education of migrants and refugees starting from the early years, despite efforts participation often lags behind natives' in most countries.
 - But also are geared **toward giving opportunities for adult learning** (such as in New York Toronto, Osnabruck, Vienna and Paris)
- **Provision for language courses** for the new arrivals and those with migrant backgrounds is an important part of the cities' efforts to integrate migrants
 - Language course are set up in and out of schools and respond to the needs of people of all ages
 - Example: Open Schools in Athens; Public libraries in Koln and Dublin; Turkey: Public training centres;

3 Which initiatives foster inclusion in education at the local level?

- **Cities can create bridges between families, teachers and schools to foster** integration of newcomers, to raise awareness of programs and to disseminate information about education programs
 - Exist In both formal and informal settings
 - Bridge figure project (many Belgian cities); Buddy program (the Netherlands, etc); Mentoring and linguistic mediators (Italy); Foster educational competences of parents (Germany, Switzerland, etc)
- Cities initiatives also **aim to prepare teachers; to facilitate the transition between education and employment** offering vocational training and entrepreneurship courses (e.g. Mogadishu and Maiduguri)

4 Which initiatives foster inclusion in education at the local level?

- Cities increasingly focus on actions **to foster exchanges among inhabitants**
 - Providing education for diversity and interculturalism in and out of schools
 - Setting up, through sports and other recreational activities, opportunities to promote exchanges valuing different cultures
 - Conducting campaigns to raise awareness about the rights of migrants and refugees
- Examples of these interventions include those in Cardiff, Genoa, Rosario, Colima, Melitopol, Heraklion, l'Hospitalet de Llobregat, Barcelona, Medellin, Rosh Ha' Ayin, Jordan etc.

WHICH CHALLENGES CITIES AND LOCAL GOVERNMENTS CONFRONT?

Challenges

- Among the 38 local governments covered by a survey in Iraq, Jordan , Turkey and Croatia, 58% of the respondents estimated that hosting refugees had a high impact in the municipality (CMI, 2017)
- Based on a survey to organizations providing education in urban spaces to refugees the major challenges emerged (Mendenhall et al., 2017) were
 - the unclear or lack of policy framework, (54%),
 - lack of funding (50%)
 - and refugees' lack of legal status (50%)
- Similarly, 10 of the cities interviewed for the 2017 Report of the World Economic Forum, were facing challenges in integrating migrants.

Challenges

- *Governance* :
 - Mandates and competences in migration/displacement and education matters do not often rest all the local level
 - Lack of coordination in planning and implementation processes
- *Information*: Lack of data and of coordination in monitoring frameworks
- *Geography*: especially for the displaced people their dispersion on the territory or the remoteness
- *Resources*: Lack of human and Financial resources
- *Preparedness of staff to deal with specific needs* (e.g. trauma)

HOW THE CHALLENGES AND BARRIERS CAN BE OVERCOME?

How to?

- **To ensure the right to education is effectively realized for migrants and refugees at local level :**
 - Interventions in the different components of education systems (including learning materials, teachers, school leadership, and school organization) **to promote understanding and celebration** of the increasing diversity
 - A greater focus on the following areas is needed
 - Better *planning*
 - Stronger *governance* and better coordination across levels of governments in education and migration issues and in monitoring framework → do not think in silos
 - Adequate *financial resources* at the local level as they vary across contexts making responses to needs contingent to what is available

SOME FINAL REMARKS

1 Local administrations play a key role in the inclusion of migrants and forcibly displaced

- Even when they have no competences or responsibilities in education matters, local administrations are directly involved in the inclusion of people with immigrant background and forcibly displaced people into mainstream education or in activities to promote quality education opportunities (UCLG, 2017, 2019b).
 - In Tangier, Morocco, the municipal charter, defining the competencies of the city, does not attribute any to it in migration issue but the latter are dealt through the mayor's office and the cultural affairs department also supporting actions of NGOs
- Stronger governance and better coordination across level of governments and across sectors is essential → **education is the most powerful determinant of life chances**

2 The action of cities can foster change at national level

- **Cities play a key role through bottom-up approaches as their decisions** can drive change in national legislation.
 - enrolment in pre-school of children of migrants with irregular status in Italy, fostered by action of Turin, Florence and Genoa forced the national government to issue a circular clarifying that residence permit was not required to register children in public nursery schools
 - Others examples in China, Jordan, Turkey, Uganda, Switzerland
- **When they take proactive measures** to integrate refugees and migrants in their territories.
 - For example starting political debate on some issues, they can make public statements about their readiness for public action (e.g. Altena in Germany)

3 The role of cities and local governments need better and sustained support

- Networks of cities and Mayors have increasingly emerged in recent years as important fora and instruments to foster peer learning and policy dialogue on common or emerging issues with the support of agencies working in relevant areas (e.g. UN-HABITAT, UNESCO, IOM).
- As they are close to where the needs are, it is necessary that they have the adequate means to respond to the needs of the most vulnerable and hardest to reach => **resources**
- Inclusion in education means giving opportunities and means to realize them, also beyond education, **to all** →
 - **GEM Report 2020 on education and inclusion**

Thanks !

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Sources:

1. A.C. D'ADDIO (2019): Including immigrants and the forcibly displaced in education at the local level, Background Paper to the Learning Cities Conference 2019;
2. UNESCO (2018) Global Education Monitoring Report 2019 - Migration, Displacement and Education: Building Bridges not Walls, UNESCO, Paris

Download the 2019 report:

bit.ly/GEM2019

The 2020 GEM report is

Due out: 24 March 2020

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