GLOBAL EDUCATION MONITORING REPORT

2019

Migration, displacement and education:

BUILDING BRIDGES, NOT WALLS

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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

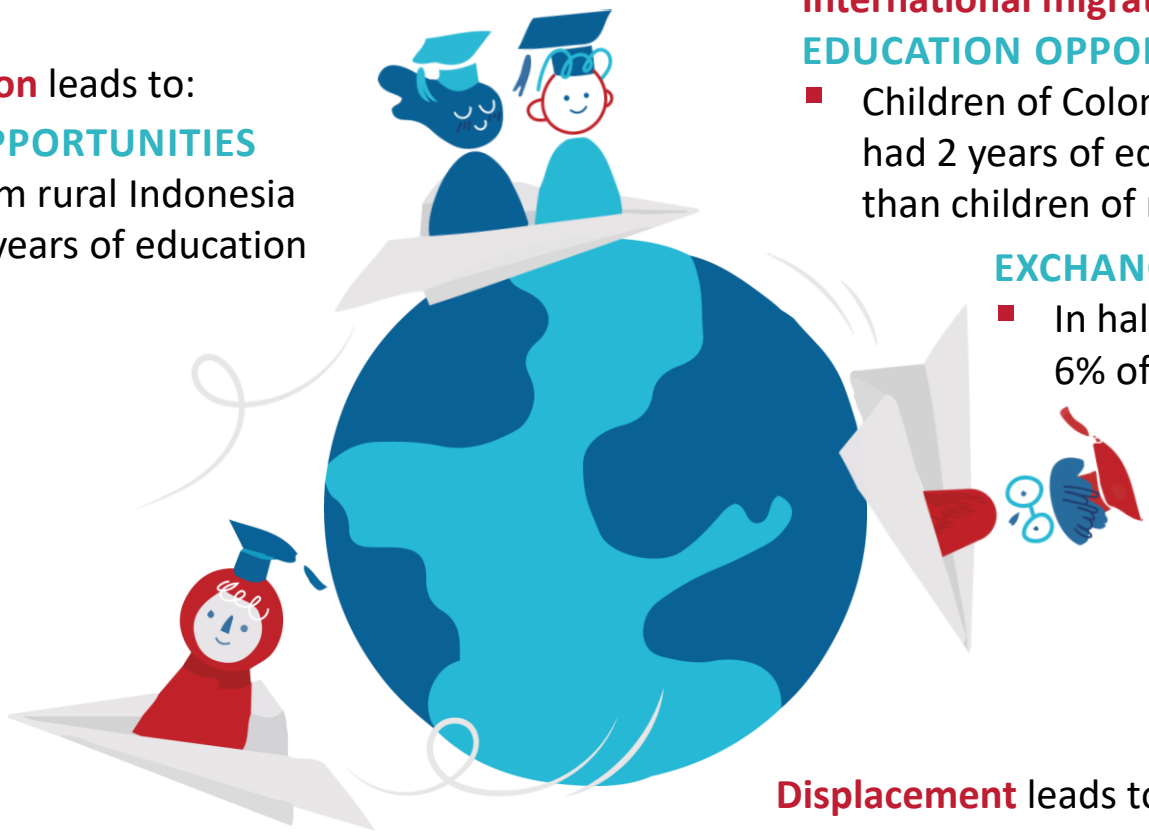
- Half of refugees are under 18

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

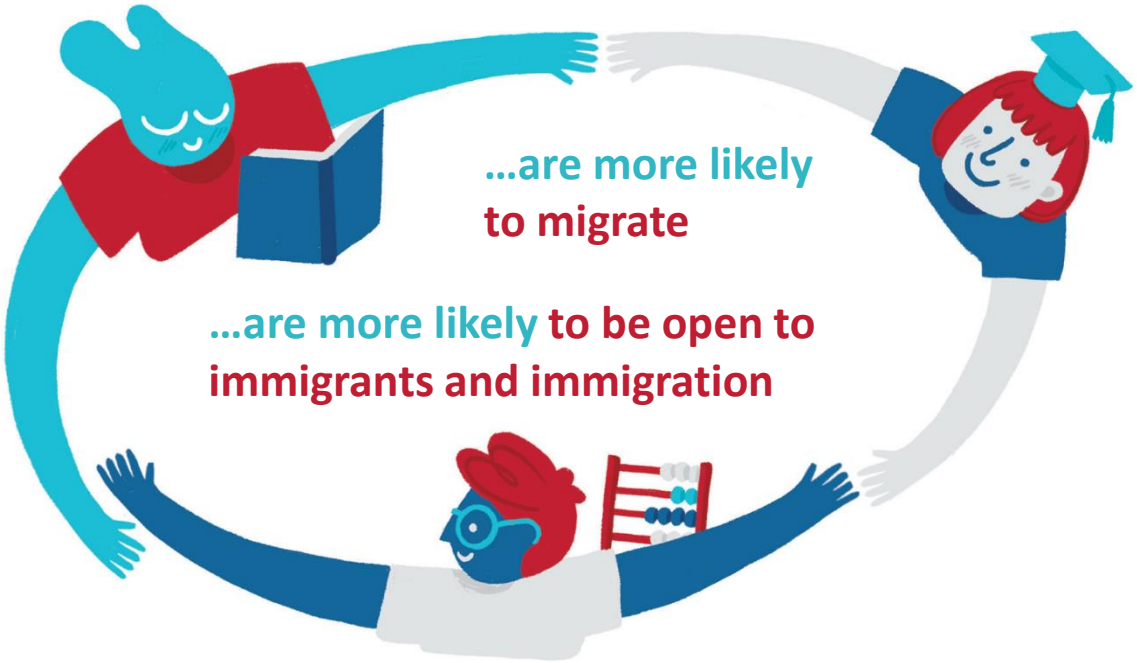
Displacement leads to:

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
will be signed this year
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”

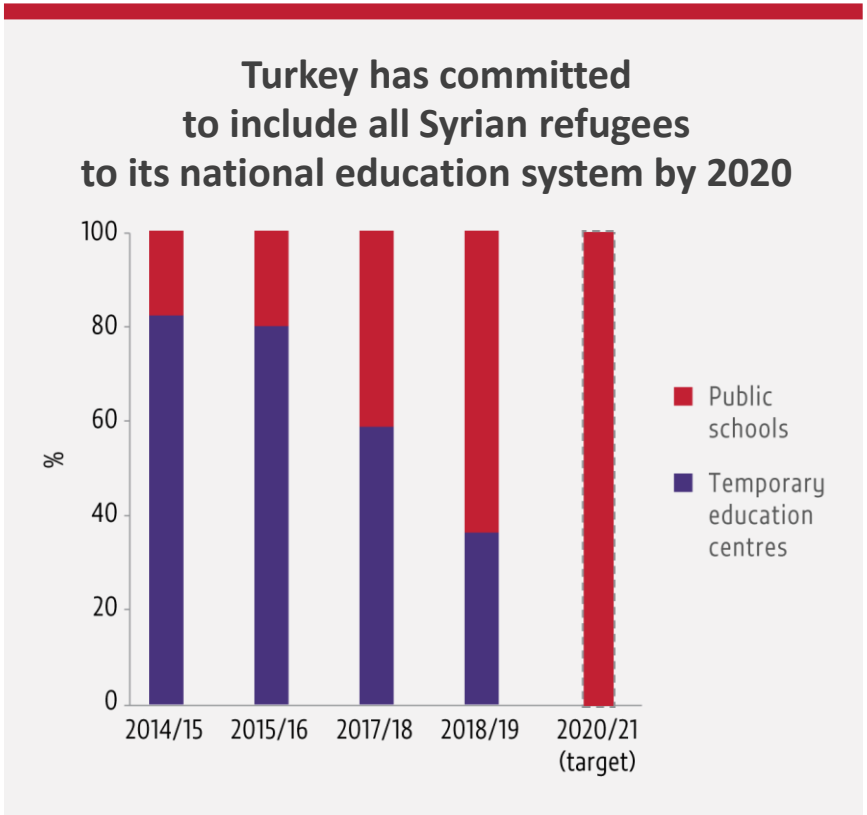
2 Include them in national systems

Refugees should:

- spend minimal time in schools not following national curricula

Immigrants should:

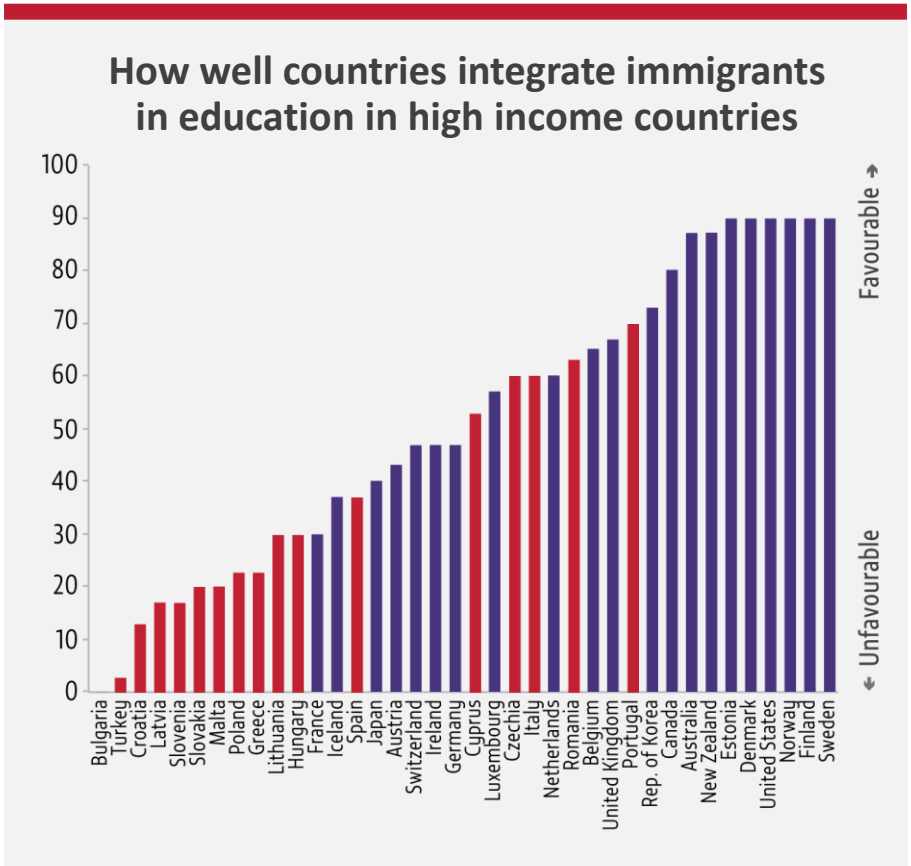
- not be segregated
- spend as little time as possible in preparatory classes
- not be separated into slower school tracks



“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



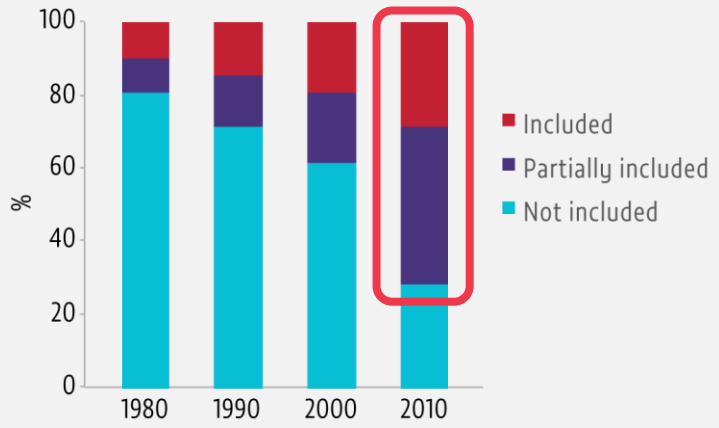
"A cash transfer in Lebanon increased refugee school attendance by 20%"

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
- recognize stress and trauma and refer those in need

Relieve teachers from conditions of extreme hardship

In the Syrian Arab Republic

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

“In Iraq, the Education Cluster brought partners together to coordinate incentives for internally displaced teachers”

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**

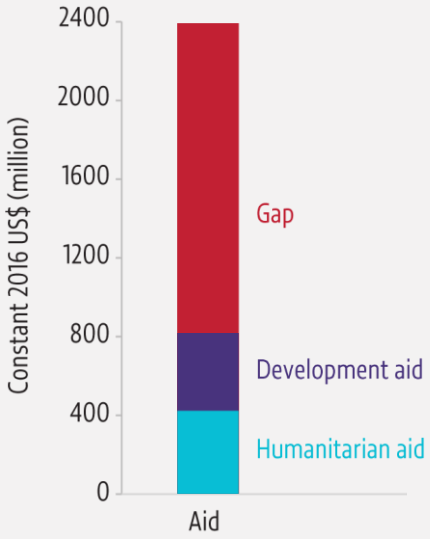
are overqualified for their jobs

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

7 Reform humanitarian/development aid

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

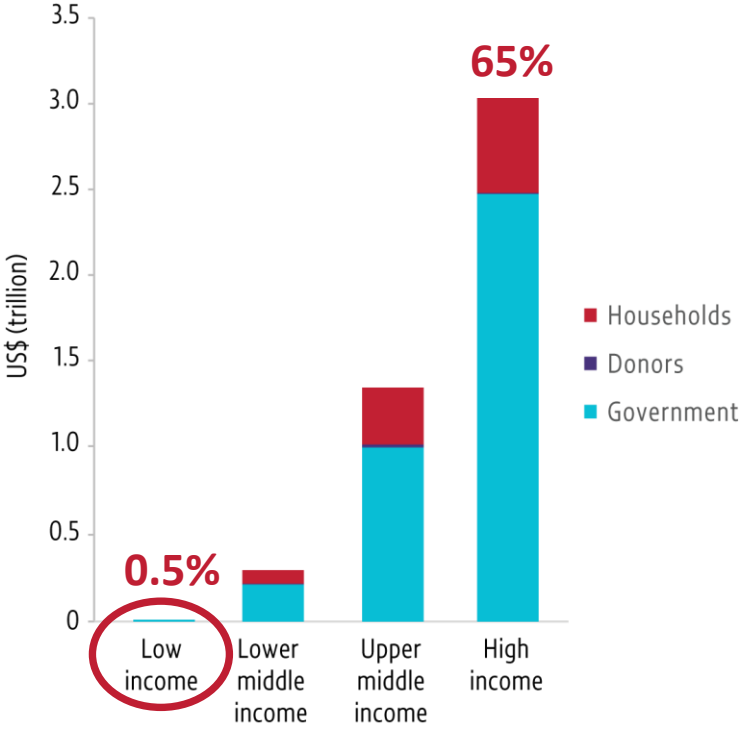
Only a third of the funding gap for refugee education has been filled



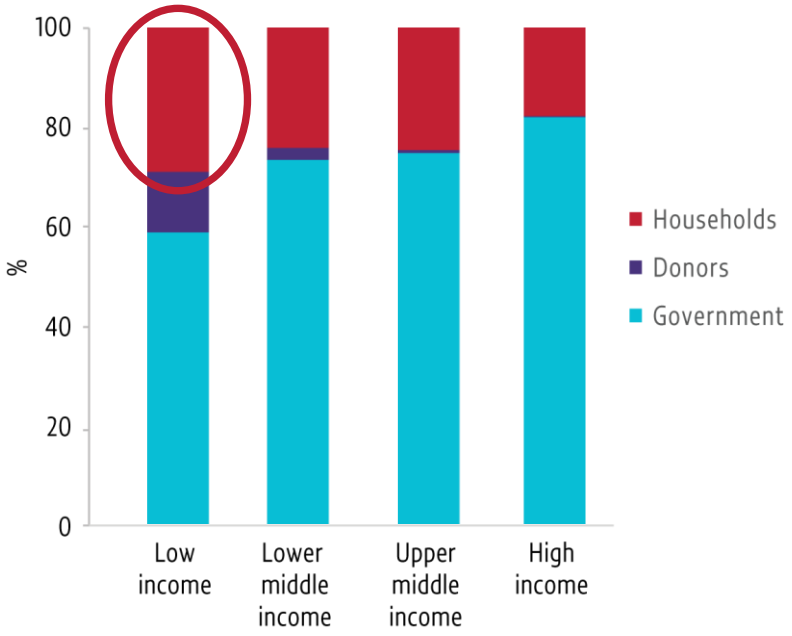
“Uganda brought together humanitarian and aid partners to prepare its education response plan”

Funding does not reflect global priorities

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

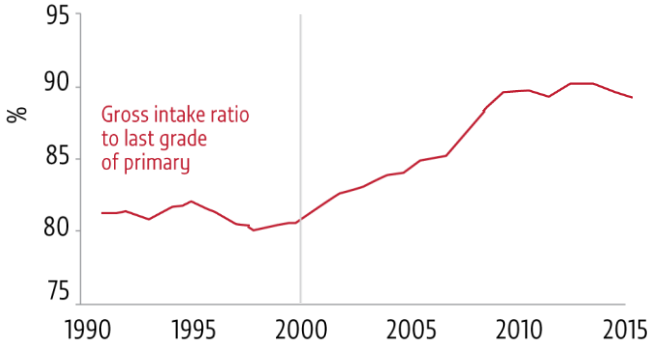


A third of the cost of education is **paid out of households' pockets** in low income countries

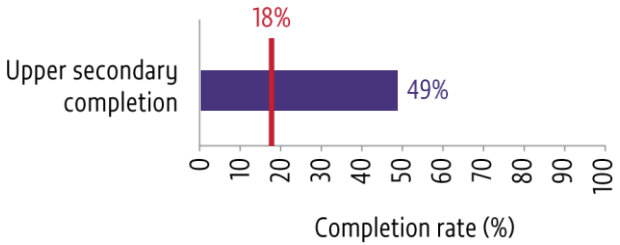


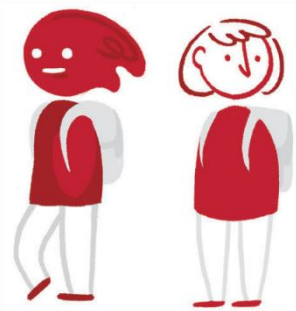
Many more are not completing school

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

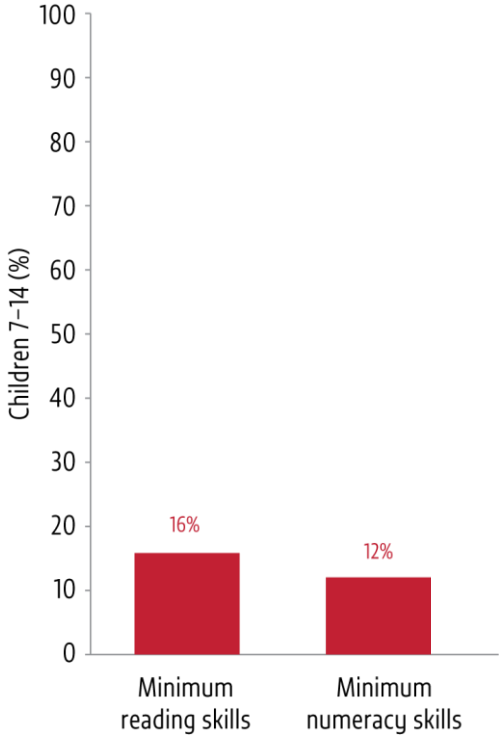
…and not learning even the basics

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 and our campaign for education following migrants and refugees:

#EducationOnTheMove

Download the report:

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