Forced internal displacement – the education challenge

Preliminary Findings and Future Needs

2019 Global Education Monitoring Report migration, displacement and education:

Building bridges, not walls

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Limited education provision and worse education outcomes for refugees, and even more so for IDPs

- Low access to primary, and far less access to secondary school
- Lack of adequate number of qualified teachers, poor facilities
- Lack of integration in national education planning
- Challenges of undercounting and visibility in national education statistics and policy
- Living in host communities and urban areas primarily, not just camps

Legal: Fewer legal safeguards, need for national laws to preserve the right to education (e.g. Colombia); need for regional actions to protect IDPs (e.g. Africa)

Financial: Underfinancing, unpredictability of budgets, credible needs assessments – even worse for education needs; need for a systematic financing framework for IDPs

Integration: Bridge humanitarian-development divide, underutilized education’s potential as a force of peace
The 2019 GEM Report

- Covers all types of migration
- one chapter on forced displacement (refugees and IDPs)
- Authored by the GEM Report’s international team with new contributions from highly regarded academics in the field
- Expertly reviewed by the UNHCR, and endorsed by high-level representatives from across the international community.
Through a combination of internal analysis and commissions research, the report provides new analysis and insights on varied topics, such as:

- Turkey’s experience of integrating Syrian refugees into the national education system
- Estimates and data gaps on the number of forcibly displaced school-age children not accessing education
- Teaching amidst Conflict and Displacement, and language and literacy programmes
- In-depth discussions of refugee access to early childhood education, tertiary education and technical and vocational education; refugees with disabilities; technology as education support; increase in financing for refugee education

[The Report and all backgrounds papers will be available online after November 20. We welcome your feedback and comments on how these can be developed and built upon for IDPs.]
Displaced people need to be included in national education systems, an approach that countries such as Uganda and Turkey, both hosts to the largest refugee populations in the world, have adopted.

Teachers require specialized training and ongoing support to teach in displacement settings. The Report profiles both formal and informal initiatives designed to strengthening teacher preparedness.

Support from the international community (financial, legal) is critical to developing good quality, inclusive education systems. New global commitments move policy in this right direction.
Select implications

- IDPs remain among the most neglected vulnerable groups that lack access to education.

- Extrapolating from the lessons on integrating refugees, challenges and policy efforts help draw some lessons for internally displaced populations for country needs and actions.

- While there is growing international attention on the refugee challenge – e.g. the Global Compact and increases in humanitarian aid – the challenge of IDPs remain understudied and underprioritized.
Future needs/potential collaborations

- **Research:** Identify new datasets, collaborators, new analysis possible to shed light on IDPs to commission a paper – to feature in the *2020 Report on Inclusion*.


- **Policy and advocacy:** What roles to play to make inroads on data, legal and financial needs, and push for better integration IDPs into education systems?
Thank you

Global launch on Tuesday 20 November 2018

DOWNLOAD THE REPORT ON 20 NOVEMBER:
Bitly.com/GEM2019

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