ESD, Migrants and Refugees

Migration as a sustainability issue

The Learning Teacher Network
2018 International Palermo Seminar

Overview

1. Sustainability threats
2. Approaches
3. Role of education
4. Education approaches
5. Role of Learning teacher Network
6. Our personal responses
What are the key features?

**Principles**
- Universally-relevant
- Rights-based and a public good

**Scope**
- Expanded access to all levels of education
- Holistic and lifelong learning approach

**Equity**
- Renewed focus on inclusion, equity and gender equality

**Quality**
- Renewed focus on effective acquisition of foundational skills
- New focus on relevance of learning for decent jobs
- New focus on relevance of learning for social and civic life

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Theme in 2016
Education for people and planet:
Creating sustainable futures for all
GEMR Theme in 2017/2018
Accountability in education:
Meeting our commitments

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2019 Global Education Monitoring Report

Theme in 2019
Education and Migration
International Launch in Berlin, Germany
Open event for education community on November 20, 2018

Read the concept note and share your views
https://2019educationreportconsultation.wordpress.com/

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The 2019 GEM Report will explore two overarching questions:

1. Does migration accelerate or hamper progress in access to education? How?
2. How do migration patterns influence quality education?

And two key crosscutting issues:

3. In what ways do policies focusing on educational equity and inclusiveness improve educational outcomes among migrants and refugees?
4. In what ways can the voices of migrants improve our understanding of migration and education?

Global goal SDG 4

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

7 targets and 3 means of implementation
SDG 4: By 2030 all learners will have...

4.1 Complete free primary and secondary school
4.2 Access to early childhood education and care
4.3 Affordable quality technical, vocational, tertiary, & university
4.4 Skills for employment and entrepreneurship
4.5 Eliminate gender disparities ensuring equal access
4.6 Ensure youth and “most” adults have numeracy & literacy
4.7 Knowledge and skill for sustainable development

SDG Target 4.7

Target 4.7

...by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, ...through education for sustainable development ... sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, ... appreciation of cultural diversity and of culture's contribution to sustainable development.
ESD or Sustainability Education?


Education’s original role in achieving sustainable development

ESD was seen as the contribution of the world’s:

1. Education systems,
2. Public awareness systems,
3. Training systems

ESD through the SDGs is now a purpose and an overall goal of education and training systems
The 4 overarching aspects of ESD

1. Access to and retention within quality education

2. Reorienting existing education and training systems from goal of development to sustainable development.

3. Public awareness and understanding of the concept of sustainability

4. Training programs for all sectors

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SDG 4: Addressing education quality

- More than 617 million children and adolescents are not achieving minimum proficiency levels in reading and mathematics,
- Globally, six out of ten children and adolescents are not achieving minimum proficiency levels in reading and mathematics


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Current reality

- An estimated 65.3 million people (1 in 113 people) are today asylum seekers, internally displaced persons or refugees.
- **Every minute 24 people are displaced** from their homes.
- **Half of the world’s refugees are children under 18** years of age and more than half of these girls and boys **have fled violence**.
- The average length of time a refugee spends in **exile is about 20 years**, which is more than an entire childhood, and represents a significant portion of a person’s productive working years.

UNESCO Protecting the right to education for refugees (2017)

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Huge moral and fiscal issue

- In June 2016, only 60 per cent of children attended primary and lower secondary education, leaving 2.1 million children and adolescents out of school.
- Lebanon registered 1.2 million Syrian refugees in May 2015.
- Worldwide, some 47% of refugee children were not enrolled in primary school and 84% of refugee adolescents (aged 15-17) were out of secondary school in 2016.

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Ties to quality: but serving whom?

- Commerce
- Community
- Government
- School system
- Student

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Sustainable Development Goal 4.5

„By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations...“

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Linked to SDG 4, target 4.5

According to the Council of Europe Strategy for the Rights of the Child (2016-2021), children on the move and otherwise affected by migration are one of the most vulnerable groups in Europe today and, in some countries, they face limited access to justice, education, social and health services.

UNESCO Protecting the right to education for refugees (2017)

Legal responsibilities

The Incheon Declaration: Education 2030: Towards inclusive and equitable quality education and lifelong learning for all emphasizes that Member States should commit themselves to “developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults [...] including internally displaced persons and refugees”.

UNESCO Protecting the right to education for refugees (2017)
In nations’ best interest

- The multiplier effect of education on the other SDGs illustrates the important role of education. In particular, secondary education and vocational training for refugees presents pathways towards sustainable livelihoods, professional development and higher education.
- It contributes to the development of the social and human capital of refugee communities, self-reliance and solutions;
- it also ensures that refugees have the basis for increased earning power and the skills to rebuild their communities.

UNESCO-Protecting the right to education for refugees (2017)

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Sustainability threats: approaches

- Prevention
- Mitigation
- Adaptation

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Integrated approaches for complex issues

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Integrated approaches for complex issues

Roles of education

- Knowledge of other's situations
- Address global citizenship education etc.
- Prepare existing students
- Enhance geography and history

- Prevention
- Mitigation
- Adaptation

- Know the legal aspects
- Renew policies i.e. inclusion etc.
- Modify curricula and pedagogy
- Phenomena based teaching (relevancy)

- Special programmes
- Modify HR practices
- Modify food services
- Cultural changes such as festivals etc.

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Framework: protecting education rights

... the main features of the right to education;

- availability,
- accessibility,
- acceptability and
- adaptability

offers a relevant framework for States to adopt and implement solid legal and policy national frameworks prohibiting discrimination or exclusion

UNESCO Protecting the right to education for refugees (2017)

Availability of education for all students

- ... should be available in sufficient quantity (e.g. buildings, sanitation, facilities for both sexes, safe drinkable water, duly trained, qualified and motivated teachers receiving domestically competitive salaries and incentives, and teaching materials).
Accessibility of education for all students

- ... should be **accessible to everyone**, ensuring **non-discrimination** and physical and economic accessibility. Host countries should prevent discriminatory practices towards refugees and facilitate their access to schools and universities, in particular regarding their possible lack of documentation (e.g. identification and academic transcripts).

UNESCO Protecting the right to education for refugees (2017)

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Acceptable education

- ... should be **acceptable to the students** (relevant, culturally appropriate and of good quality).
- ... cultural diversity, intercultural understanding and multicultural education play an important role in this context.
- In the host countries, the new **language of instruction** can present a significant barrier for refugees. Refugees should be supported in learning the language of the host country at an early stage.

UNESCO Protecting the right to education for refugees (2017)

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Adaptable education

- ... flexible to **adapt to the needs of changing societies**.
- ... take into consideration, when necessary, accelerated and flexible education options
- ... enabling refugees, over the long term, to rebuild their lives and communities, obtain employment, own businesses or purchase land.

UNESCO Protecting the right to education for refugees (2017)

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UNESCO recommendations

1. Provide **free and compulsory primary education**;
2. Make free **secondary education**, in its **different forms**, including technical and vocational secondary education, generally available and accessible;
3. Make **higher education equally accessible** on the basis of individual capacity, by every appropriate means, and in particular by the progressive introduction of free education;
4. Encourage or intensify **“fundamental education”** for individuals who have not received or completed primary education;
5. Set **minimum standards** and improve the quality of education;
6. Develop the **school system at all levels**, establish an adequate fellowship system, and continuously improve the material conditions for teaching staff;
7. **End discrimination** at all levels of educational systems;
8. Guarantee educational **freedom of choice**.

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Education approaches

School based
- Curricular content
- Pedagogy
- Modeling

System based
- Policy,
- Programmes,
- Practices

Stages of learning

Enjoying learning
Exploring what to learn
Learning to acquire knowledge, skills, values
Learning with purpose
Assuming Responsibility for one's own learning
Lifelong learning

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Refugees as “Sustainable Global Citizens”

= Sustainable Citizen
  + Well-Being and world view
  + Personal Attributes, values
  + Professional and life skills
  + Specific adjectival education

Reoriented core disciplines

Role of individuals

- Begin by working within your own sphere of influence; change the things within the areas that are under your individual authority.
- Build partnerships; work closely with at least one colleague to ensure continuity and mutual support.
**Strengths model for institutional change**

1. ESD does not belong to a single discipline
2. Every discipline and administrative area can contribute.
3. Leadership (focal point of responsibility): identifying existing strands and integrating them into a comprehensive strategy with targets.
4. Those who carry out this integration process must be supported and enabled by institutional decision-makers and embedded in policy (e.g. Ministries of Education).

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**Individual undertakings**

- Document work for ongoing reflection and evaluation.
- Attend ESD conferences with colleagues, student teachers, and graduate students to update knowledge and maintain enthusiasm for ESD projects.
- Learn basic grant writing skills.
Case for Higher Education

- Without access to higher education, refugees are condemned to passivity and **may eventually lose their competences**, which need to be used to be maintained.
- They may be unmotivated and frustrated, and the risk of some of them **turning to violent extremism** is greatly increased.
- Today less than **1% of refugee youth** are able to access universities.

Importance of Higher Education to migrants

Small percentage of migrants attend, however they will:
- Have high influence in shaping the future acceptance,
- Contribute to society,
- Create professional leadership for community,
- Create respect both within and beyond the community etc...
Role of *The Learning Teacher Network*

- to be determined

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Reflections/questions?

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Thank you.

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