

Forced Displacement and Education

Building the Evidence for What Works

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UNHCR
United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés

Presentation Agenda

1. Introduction and motivation
2. Results from the systematic review
3. Overview of case studies
4. Case study synthesis results
5. Discussion



Afghan refugee students playing a game

Photo: Sadaf Javeed

Norwegian Refugee Council

Introduction and motivation

Building the Evidence on Forced Displacement and Education

Building the Evidence on Forced Displacement and Education: Research Question and Objectives

Overarching Research Question:

How can education systems be prepared and strengthened to become inclusive and resilient, and thus expand and deliver education services to both displaced and host-country children and youth in the short and long term of a crisis?

- **Phase I:** Examine existing evidence on the effectiveness of interventions to support education access and retention, as well as cost-effectiveness, scalability, and replicability;
- **Phase II:** Conduct five country case studies to review policies and programs that support the refugee and IDP inclusion in national education systems.

Phase I: Systematic Review

Design, evidence, evidence gaps

What is a systematic review?

- Search strategy to obtain comprehensive overview of existing evidence
- Systematic appraisal of literature to assess quality of evidence
- Synthesis to generate lessons learned (e.g., thematic, meta-analysis, narrative synthesis etc.)

Systematic Review: Categorizing the literature

Access to education

- ECD
- Postsecondary
- Nonformal

Quality

- Technology
- Literacy and language
- Curriculum
- Systems capacity
- Teachers and teaching

Wellbeing

- SEL and PSS
- Peacebuilding and social cohesion
- Child protection
- School feeding
- WASH
- DRR

Non-intervention

- Access
- Policy and governance
- Policy vs. practice
- Teacher experience
- Student experience
- Caregiver experience





Qualitative and quantitative studies of interventions
(ToC adapted from Burde et al. 2015.)

Not an intervention
(business-as-usual)



Systematic review findings: Evidence

Forced Displacement and Education: Building the Evidence for What Works

	<i>Official policies of inclusion often contrast with the practical and sociocultural exclusion of refugee students.</i>
	<i>Social and emotional learning programs showed the potential to reduce depression and PTSD.</i>
	<i>Technology-in-education programs showed <u>potential</u> to improve learning outcomes, but refugees and IDPs often do not have access to technology.</i>
	<i>Community-based education may be cost-effective in improving access and learning for IDPs and refugees; transferring CBE implementation from INGOs to local governments is also cost-effective.</i>

Systematic review findings: Evidence Gaps

Forced Displacement and Education: Building the Evidence for What Works



Current research focuses on education interventions that run parallel to national education systems rather than through them.



Evidence on the effectiveness of government-supported programs for displaced learners is limited.



There are evidence gaps in understanding the cost-effectiveness of education programs in forced displacement contexts.



The second phase of the study attempted to fill these evidence gaps through concrete examples of inclusion in five contexts

Phase II: Case Studies

Case studies examined the key factors affecting the inclusion of displaced populations in national education systems, as well as the costs of these policies.

Country selection, design summary, categories of investigation

Case Study Countries













TABLE 1. CASE STUDY COUNTRY SAMPLE

Case Study Country	N Displaced	Region (WB)	Income Level (FY22)	FCS (FY22)
Colombia	1,100,000	Latin America & Caribbean	Upper Middle	No
Sudan	1,200,000	Sub-Saharan Africa	Low	Yes
Chad	476,399	Sub-Saharan Africa	Low	Yes
Jordan	3,300,000	Middle East & North Africa	Upper Middle	No
Pakistan	1,420,673	South Asia	Lower Middle	No

*FCS = fragile and conflict-affected states

Case Study Design Summary

TABLE 2. CASE STUDY ANALYTICAL FRAMEWORK

Level of Analysis	Target Actors (Indicative)	Desk Review	KIIs	FGDs	Stakeholder Mapping	Cost and Funding Analysis
Macro (policy)	<ul style="list-style-type: none"> • Policymakers (e.g., education, refugee policy) • International actors (e.g., UNHCR, FCDO, World Bank) 					
Meso (institutional)	<ul style="list-style-type: none"> • Sub-national officials • NGO actors (e.g., UNHCR) • Program officials/liaisons 					
Micro (school)	<ul style="list-style-type: none"> • School administrators • Teachers • Students • Parents 					

Case study synthesis results

Strengths, challenges, costs

What works to promote inclusion? (1/2)

- **A clear official national policy of inclusion**—one that is enforced at all levels—supports the inclusion of refugee learners
 - *Colombian government explicitly prioritized and institutionalized its commitment to refugee education*
 - *Policies in Chad were less explicit and may have inadvertently deprioritized refugee education*
- **MoEs that demonstrated leadership and heavy involvement in refugee education** from the start were better equipped to provide education to displaced populations.
 - *Colombia showed the strongest leadership in funding education, policy roll-out, and follow-through at the local level*

What works to promote inclusion? (2/2)

- **Local level efforts showed promise** to support the inclusion of displaced learners.
 - *NGOs in Pakistan support Afghan refugee children to access the Pakistani education system through outreach to local communities, advocacy with education authorities, and provision of materials, e.g., books and uniforms*
- **Government education financing is most likely critical** for the effective inclusion of refugees into national education systems
 - *Colombia case study highlights the importance of adequate financing to support inclusion*

What inhibits inclusion? (1/2)

- Even when legislation and official policies support the inclusion of displaced learners in national education systems, **coordination failures inhibit the flow-down of policies at the local level**
 - *All four countries struggled with coordination between national and local government actors*
- **Lack of resources and services** presents an obstacle to full inclusion
 - *All four countries lacked physical space in classrooms and TLMs*
 - *In Chad, only 11% of refugees enrolled in secondary school compared to 24% of Chadian learners (UNHCR, 2021)*

What inhibits inclusion? (2/2)

- **Displaced learners face practical problems accessing education**, such as documentation requirements and learning in a language they do not speak
 - *Afghan refugees in Pakistan required to show registration cards*
 - *LOI was a barrier for some refugee groups in Chad, Pakistan, and Sudan*
- Teachers in all four case study countries expressed need **for more training and support to address the psychosocial needs** of forcibly displaced learners
- **Lack of data on the participation of displaced learners in national education systems** makes it difficult to understand exactly who is sitting in classrooms, how many students are out of school, and how students of different displacement statuses are progressing and performing in the system

Education expenditures are critical to understand but data are difficult to obtain

Lessons learned about education expenditures and refugee education

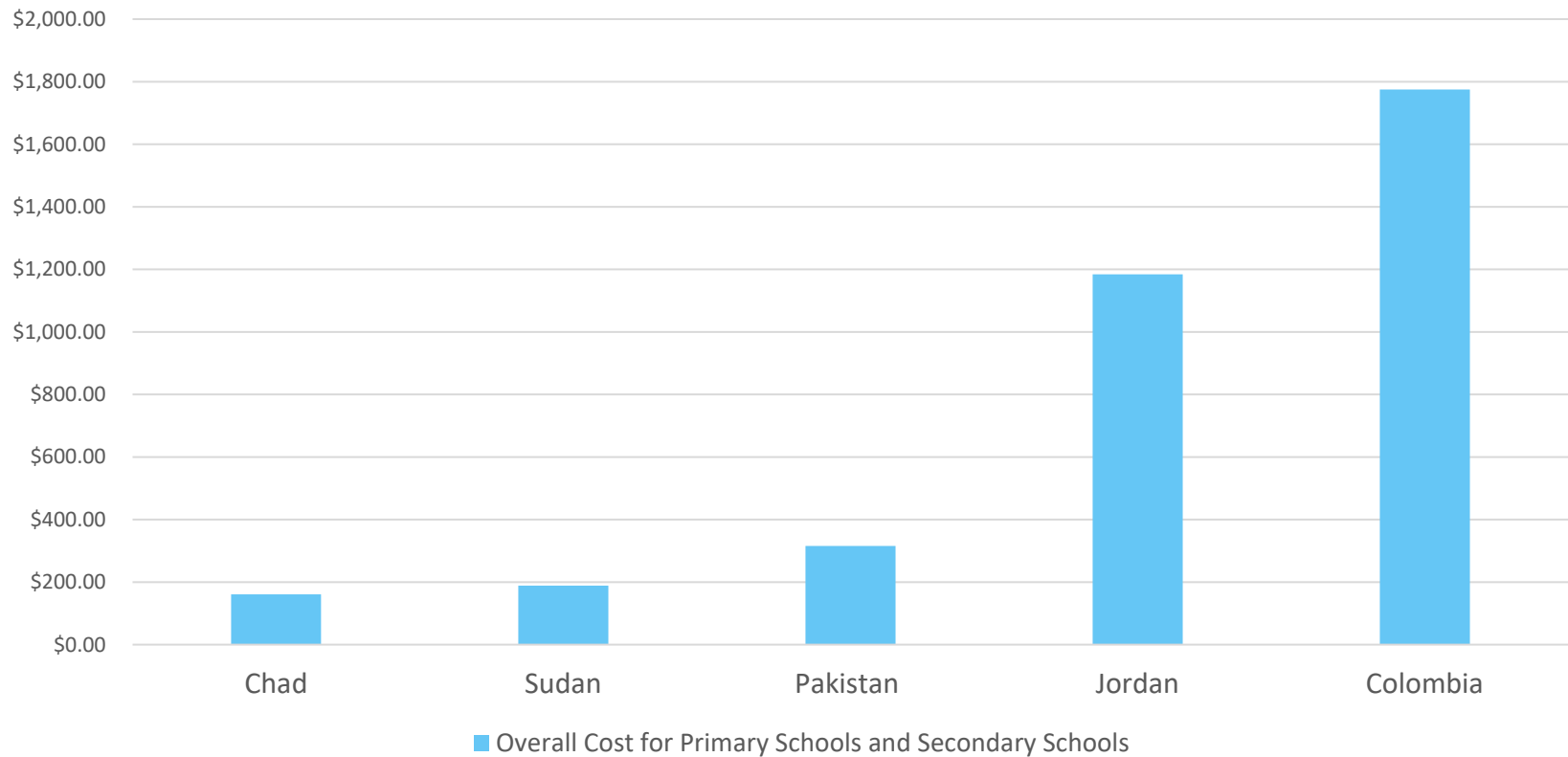
1. Larger education expenditures likely contribute the ability of countries to include refugees into national education systems
2. UNHCR allocates a larger amount of education to low-income and lower middle-income countries, likely because of their weaker education systems

Data limitations

1. Detailed education expenditure data are difficult to obtain and are challenging to link to specific education policies and programs
2. Governments generally do not distinguish between education expenditures per student for host populations and refugees

Costs of including refugees in national education systems differ considerably across countries

Figure 1. Unit Costs of Government Education for Refugee Children if They Were to Receive the Same Government Education as Host Populations



Conclusions

- Clear official national policies of educational inclusion—when promoted and enforced at all levels—support inclusion of refugee learners
- Sufficient government education financing is required to effectively include refugees in national systems
 - » *But, to date there has been limited evidence generated on the effectiveness of government-supported programs supporting inclusion and learning*
- Promising policies and programs exist to support inclusion of displaced learners, but they are often small-scale and plagued by resource and accessibility challenges
- Education expenditure data are difficult to obtain and interpret



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Discussion

Questions from UNHCR

1. What are some of the ways you envision that the findings and recommendations coming out of your recent research will be used by practitioners and policy makers in the four countries of interest?
2. What are some of the main obstacles that you think researchers face in ensuring uptake of evidence by practitioners and policy makers? In your experience, have you seen that a particular mode of dissemination works better?
3. We often hear the phrases ‘evidence-based policy’ and ‘evidence-based decision making’? What is their importance and why are they increasingly emphasized?



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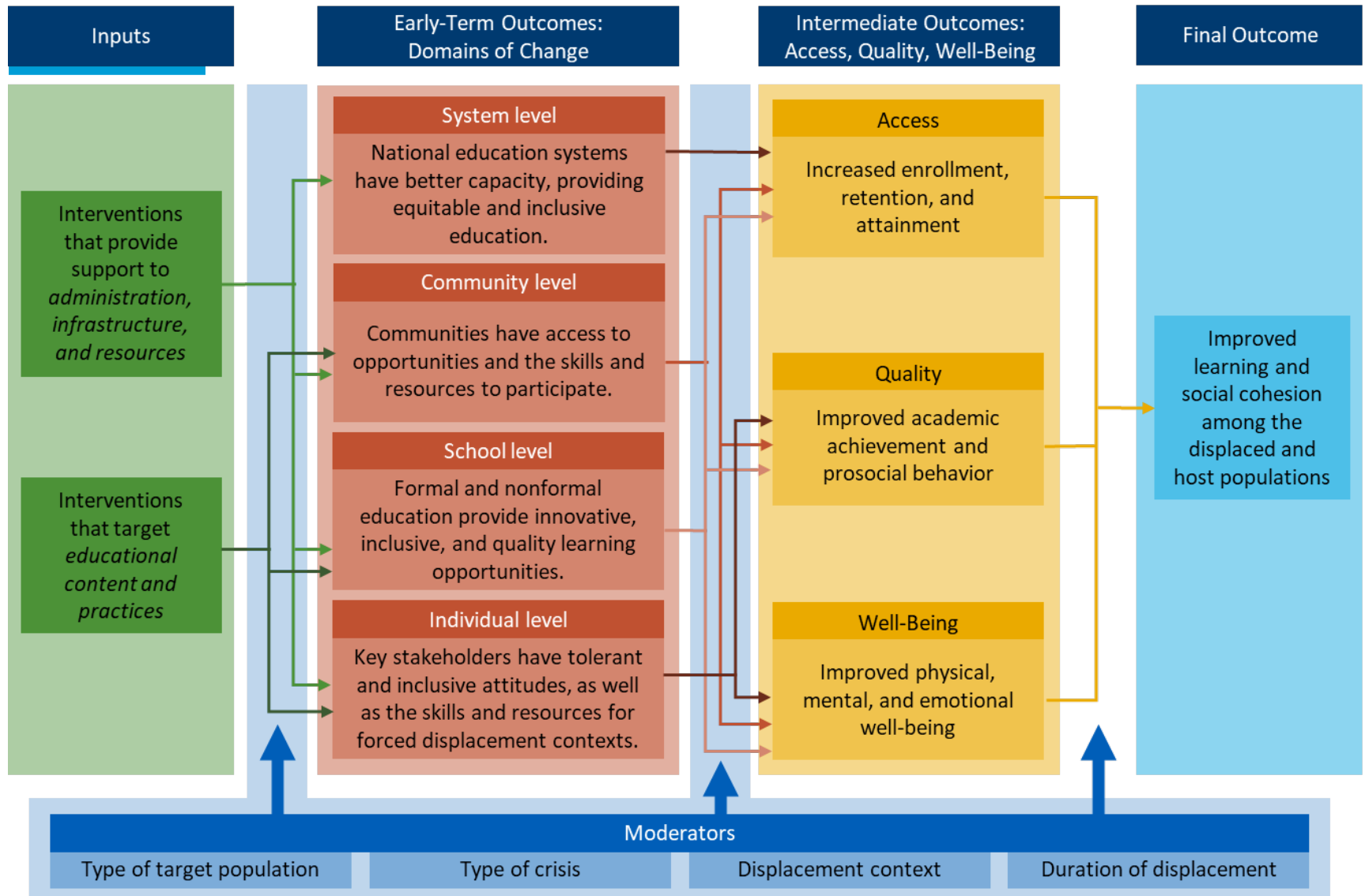
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Annexes

Annex 1: Theory of Change (Adapted from Burde et al. 2015)



Annex 2: Inclusion Continuum (early UNHCR draft)

Typologies of Refugee Education										
1	2	3	4	5	6	7	8	9	10	
UN and/or NGO led, financed and managed Child Friendly Spaces / non-formal education	UN and/or NGO led, financed and managed schools using non-accredited curricula	UN and/or NGO led, financed and managed formal schools using home country curricula	UN and/or NGO led, financed and managed refugee-segregated formal schools using host country curricula, with access to exams and cycle promotion	UN and/or NGO led, financed and managed refugee-host formal schools using host country curricula, with access to exams and cycle promotion	MoE registered, UN or NGO led, designated to finance and manage refugee-host formal schools using host country curricula, with access to exams and cycle promotion	MoE registered, and managed, UN/NGO agreement to finance refugee-host formal schools using host country curricula, with access to exams and cycle promotion	MoE registered, and managed refugee-host formal schools using host country curricula, with access to exams and cycle promotion	MoE registered, and managed formal schools using host country curricula, with access to exams and cycle promotion	Children attend public schools but UNHCR or others pay for some of the school costs (additional teachers, TLMs etc)	Children attend public schools with the same rights and financing as host children. UN and/or NGOs liaise with government for wrap around support
Tigray influx in Sudan Standard early EIE	Bangladesh	Tanzania Mauritania Niger)	Kenya camps Ethiopia camps, South Sudan camps	Mozambique Rwanda Some Uganda	Zambia	Lebanon Pakistan	Jordan Somalia Cameroon	Ghana, Nigeria, Kenya, urban Mali, Niger, Indonesia, Colombia	Some Uganda Afghanistan (returnees) Turkey	
Non- or quasi-State funding, delivery and management of education including recurring costs of school buildings, teacher remuneration etc.						Development partner and Government negotiation to include refugees and ensure roll out of all education funding to refugee hosting schools				