Learning from the Evidence on Forced Displacement:

Forced Displacement and Education

November 1, 2023
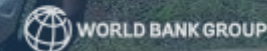
Building the Evidence on Forced Displacement

Joint Data Center on Forced Displacement
WORLD BANK GROUP   UNHCR The UN Refugee Agency

Training Module: Forced Displacement and Education

November 1, 2023

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Agenda

1. The state of the evidence

2. Mini quiz #1

3. Case studies: Colombia & Chad

4. Mini quiz #2

5. Recommendations for practitioners

6. Breakout room discussion: feasibility of recommendations

7. Summary and conclusion

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Group poll

➢ How much evaluative evidence do you think there is on education for forcibly displaced populations?

➢ How much of that evidence do you think focuses on including displaced learners in national education systems?

https://www.menti.com/alkavgx3tncg

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Forced displacement is affecting an increasingly large number of children around the world

- As of May 2023, there were 110 million people around the world who were forcibly displaced due to issues such as conflict, persecution, and violence (UNHCR, 2023).

- Of these, 76% are hosted in low- and middle-income countries with limited administrative and fiscal capacities.

- Children account for 40% of forcibly displaced people; UNHCR estimates indicate that ~1.9 million children were born as refugees between 2018 and 2022.

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Children in forced displacement contexts have limited access to quality education

While an average of 65% of refugee children attend primary school, only 41% of refugee children have access to secondary education, and only 6% transition to tertiary (UNHCR Education Report, 2023).

UNCHR estimated that there are 14.8 million school-aged refugee children globally, and 51% are out of school.

Quality of education remains a concern. While pass rates for national examinations are high, few refugees sit exams to begin with and few countries can provide data.
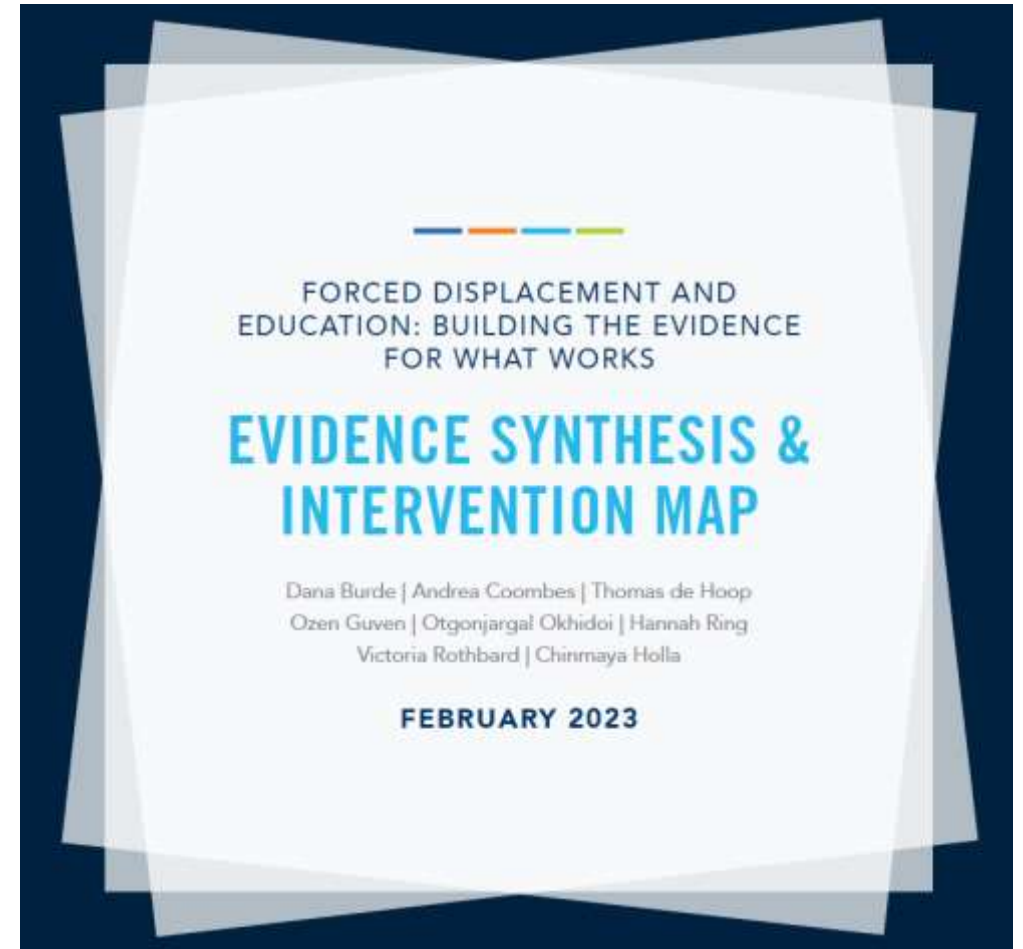
Availability of qualified teachers is also an issue:

– For example, in Dadaab refugee camp in Kenya, 72% of refugee teachers are not trained to teach, and are not adequately supported with training and materials.

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Forced displacement and education:
The state of the evidence

- The growing body of research on education for forcibly displaced focuses on education interventions that run **parallel** to national education systems, rather than through them.

- AIR and NYU's evidence synthesis systematically summarizes the existing evidence on education in forced displacement contexts, including identifying key gaps in the current evidence base.

FORCED DISPLACEMENT AND EDUCATION: BUILDING THE EVIDENCE FOR WHAT WORKS

EVIDENCE SYNTHESIS & INTERVENTION MAP

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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.

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We used three complementary methods to answer the research questions

- **Systematic Review**: to obtain a comprehensive overview of existing evidence, conduct a systematic appraisal of literature to assess quality of evidence, and synthesize to generate lessons learned.

- **Case Studies:** at the country-level to examine the inclusion of displaced populations in national education systems.

- **Cost Analysis**: with available cost data to understand expenditures for education in forced displacement settings.

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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 key findings and lessons learned (e.g., thematic, meta-analysis, narrative synthesis etc.)

"Inclusion" as a continuum

GPE's Historical Mapping of Education Provision for Refugees points out that, "inclusion is best thought of as a continuum, moving from a minimal approach (allowing certain elements of curriculum-sharing, or co-location of learning), to a more holistic approach (wherein the educational opportunities offered to a refugee child are fully aligned with those offered to host-country children)."

Afghan refugee students playing a game
Photo: Sadaf Javeed
Norwegian Refugee Council

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What does the evidence say?

Forced Displacement and Education: Building the Evidence for What Works

	Official policies of inclusion often contrast with the practical and sociocultural exclusion of refugee students.
	Social and emotional learning programs showed the potential to reduce depression and PTSD.
	Technology-in-education programs showed _potential_ to improve learning outcomes, but refugees and IDPs often do not have access to technology.
	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.

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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.

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Evidence gap in focus: Education expenditure data

Data limitations

- **Detailed education expenditure data are difficult to obtain and are challenging to link to specific education policies and programs**: without detailed education expenditure data linked to specific policies and programs, it is hard to make funding decisions based on the evidence related to the effectiveness of education programs.

- **Governments generally do not distinguish between education expenditures per student for host populations and displaced:** lack of monitoring data on the participation of displaced learners in national education systems makes it difficult to track this.

Lessons learned about education expenditures and refugee education

- Larger education expenditures likely contribute to the ability of countries to include refugees into national education systems

- UNHCR allocates a larger amount of education budget to low-income and lower middle-income countries, likely because of their weaker education systems and because they host the majority of displaced people

Costs of including refugees in national education systems differ considerably across countries, but are uncertain

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

■ Overall Cost for Primary Schools and Secondary Schools
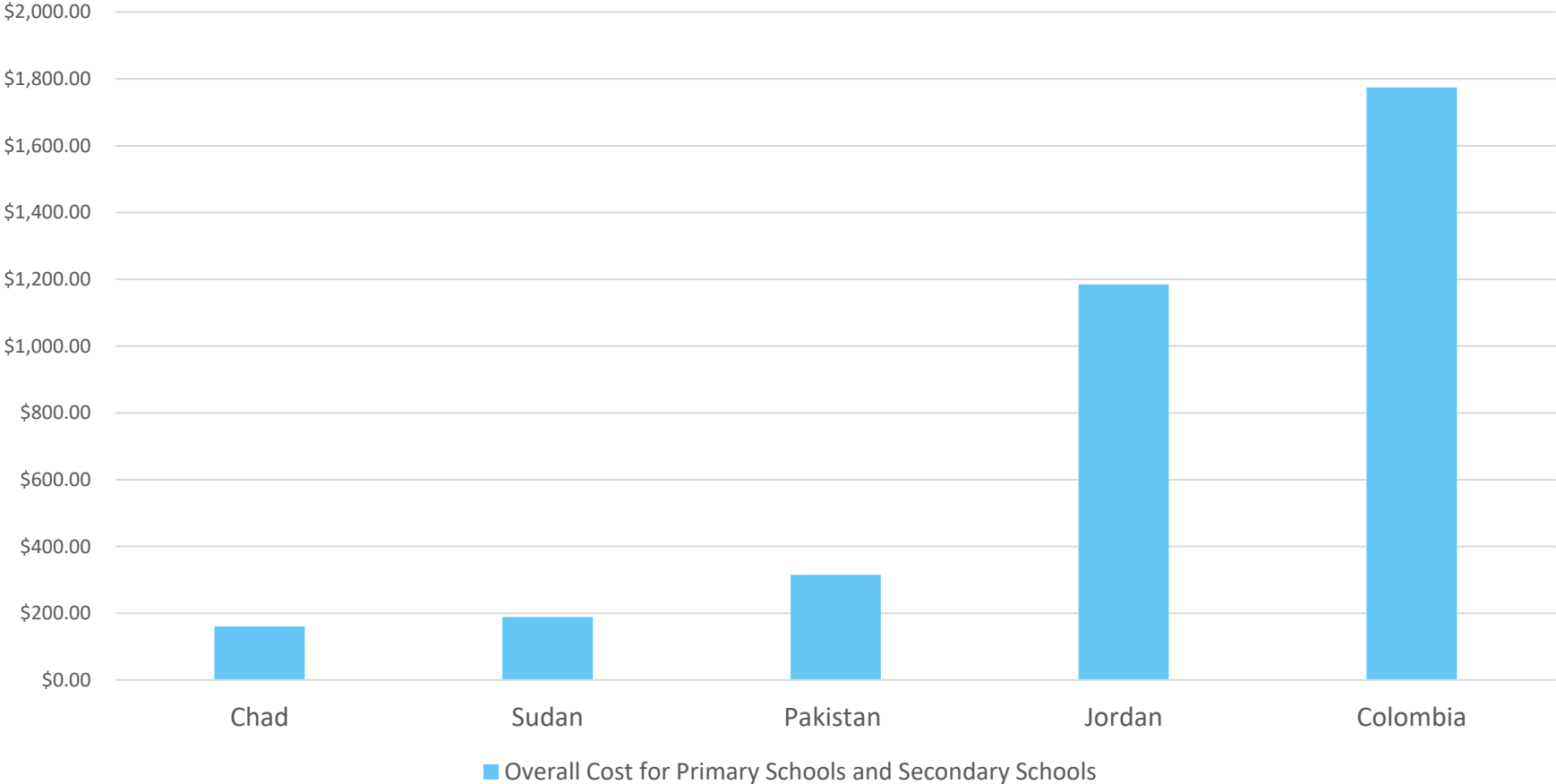
Mini quiz #1

1. **True or false:** Most research on forcibly displaced populations focuses on how to include them in national education systems.

2. **True or false:** Education provided by NGOs in camp settings is an example of a parallel education system.

3. **True or false:** Because evidence on the effectiveness of government-supported programs for displaced learners is limited, it suggests these programs are ineffective.

4. **Multiple choice:** High quality education expenditure data should be: a) Disaggregated; b) Program-specific; c) Publicly available; d) All of the above

5. **True or false:** "Inclusion" can range from minimally allowing certain elements of host-country education to a holistic approach to education, depending on the context.

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Case studies: A practical look at inclusion

Five country-level case studies (Chad, Colombia, Jordan, Pakistan, Sudan) examined the inclusion of displaced learners in national education systems, and the cost of including refugee learners in host country systems

ACTIVITIES (NATIONAL)	OUTPUTS (LOCAL)	OUTCOMES (SCHOOL)	IMPACTS (STUDENTS)
Open policy environment	Sufficient local level understanding of policies and application	Administration inclusion – no bearing on student educational experience	Full educational inclusion and opportunity for all students
Interagency coordination on effective practices, including in communication to local level	Efficient and effective local level training on practices	High quality, differentiated, child-friendly education	
Provision of resources	Sufficient resources for implementation		

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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)	• Policymakers (e.g., education, refugee policy) • International actors (e.g., UNHCR, FCDO, World Bank)	✓	✓		✓	✓
Meso (institutional)	• Sub-national officials • NGO actors (e.g., UNHCR) • Program officials/liaisons	✓	✓		✓	✓
Micro (school)	• School administrators • Teachers • Students • Parents	✓	✓	✓		✓

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Colombia case study

- What are the norms and structures around protection of migrants from xenophobia and stereotypes?
- How do parents, families, and communities participate in education, and how are they protected?
- How are migrant students being integrated into existing educational plans?
- What are the key considerations for sustainability and permanence of migrant students in the national system?
- What are the costs of providing education services to host populations and Venezuelan migrants in Colombia? How do these costs vary by region?

Qualitative approach

Timeline: August-November 2021
Coverage: Bogotá, Cartagena, Medellín, El Santuario, Barranquilla (municipalities) / Antioquia, Atlántico, Bogotá, Bolívar (departamentos)

14 KIIs   20 FGDs

Respondents: MoE, SEDs, UNHCR, UNICEF, World Bank, EiE cluster, principals, teachers, parents, and students

Cost analysis

Expenditure data: Education expenditure data from the Ministry of Education and UNHCR
Coverage: All departments in Colombia
Analysis: Descriptive and regression analysis of expenditure data

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What worked well in Colombia?

- Colombia prioritized education inclusion for Venezuelan migrant and refugee children by facilitating access to the country's educational institutions irrespective of their nationality or migration status

- Strong government leadership in terms of funding, coordination with development partners, policy rollout, and follow-through at local level

- Strong interagency coordination; GoC and development partners provided training and programming support to schools

- The larger education expenditures (as a percentage of GDP) likely contributed to greater ability to include refugees in national system, with the government budgeting approximately USD 12 billion in 2021 (MoE, 2020).

"Our constitution acknowledges education as a public service and a basic right that extends to foreigners in Colombia …This means that in all subsequent laws we accept and include these constitutional rights."

–Colombian MoE respondent

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What were the key challenges to inclusion in Colombia?

- While Colombia prioritized including Venezuelan migrants in national schools instead of parallel education, it did not allocate additional funds for departments with higher concentrations of Venezuelan students
  - Classroom overcrowding, not enough resources at school level
- Heavy burden on teachers, high pupil to teacher ratios
- Differences between Venezuelan and Colombian curricula led to learning gaps, complicated grade placement, and demotivation
- Linguistic differences

" The education systems differ in curriculum, learning, and evaluations. There is a significant gap between what the students learned in Venezuela and what they will learn here. This converts into a barrier to access a grade in line with their age…. This causes a demotivation for the students to enroll in the Colombian education system." –EiE cluster respondent

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Chad case study

- What is the state of financing for education in the country, and how does it vary for host communities and displaced populations?

- How are migrant students being integrated into public and private schools?

- How does gender affect enrollment, particularly among Nigerian refugees and IDPs in the Lac Province?

Lac Province

N'Djamena

Moyen-Chari Province
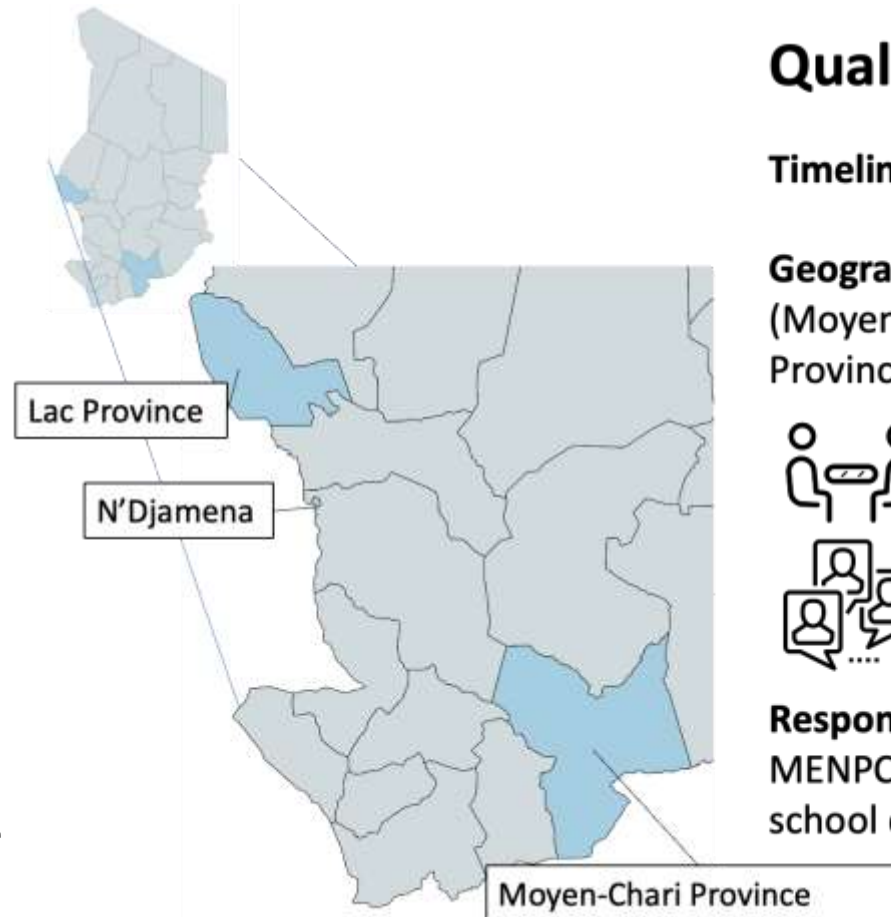
Qualitative Case Study

Timeline: August 2021 – October 2021

Geographic Scope: N'Djamena, Maro and Sarh (Moyen-Chari Province), Bol and Baga Sola (Lac Province)

20 Key Informant Interviews

9 Focus Group Discussions

Respondents: National and provincial level MENPC, UNHCR, World Bank, UNICEF, EiE Cluster, school directors, teachers, parents, and students

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Political openness to inclusion was not enough to make it a consistent reality in Chad

- Although the government of Chad has been open to including displaced populations in the national education system, policy implementation was inconsistent and differed regionally

- Profound resource constraints limited efforts to improve refugee **and** host community education; challenges with physical infrastructure, teacher remuneration, pedagogical materials

- Heavy reliance on donor funding and management support to deliver education to refugee and Chadian students, including paying teachers

- Very limited access to secondary school hindered education continuity and inclusion
  - 11% of refugees enrolled (UNHCR, 2021)
  - 24% of Chadian students (UNHCR, 2020)

- Teachers well perceived, tried to support inclusion despite severe resource shortages, poor learning environments, and unmet psychological needs

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Challenge in focus: Language of instruction in Chad

- All refugees and IDPs in Chad follow the Chadian curriculum, with Arabic and French as official languages of instruction (LOI)
- LOI a particular challenge in Lac region, where refugees from Nigeria do not speak Arabic or French
  - ➤ *"[The children] have difficulty understanding us, and we hardly understand them, because language is a problem. There are some teachers who do not know Hausa, nor English."* –Teacher, Lac
- Some Chadian students do not speak French or Arabic upon entering primary school

Research shows that it is important to use culturally relevant curricula and language(s) to support learning and promote integration among conflict-affected students, refugees, and IDPs (AAN Associates, 2017; Cohen, 2022; Hos, 2016; Knezevic & Smith, 2015b). If curriculum is not inclusive of students' experiences, it can inhibit learning and cause students to withdraw from the classroom (Cohen, 2022; UNICEF, 2016).

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Mini quiz #2

- Between Colombia and Chad, which country's inclusion of refugee/migrant students differed by region?

- **True or false:** while resource constraints were more severe in Chad, both Chad and Colombia struggled to secure adequate resources at the school level to support refugee/migrant learners.

- **True or false:** while more pronounced in Chad, language was an obstacle to inclusion in both Chad and Colombia

- **Multiple choice:** To which level should both Chad and Colombia shift their focus to improve education for displaced populations: a) Activities; b) Outputs; c) Outcomes; d) Impacts

- **Multiple choice:** What were some similarities between the two cases: a) Low resources; b) Heavy teacher burden; c) Political support; d) Language differences; e) All of the above

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Case study findings reflection: Group discussion

- *What are some of the ways you envision that the findings coming out of this research (both the evidence synthesis and the case studies) could be used by practitioners and policy makers?*

- *What are some of the barriers that may prevent the uptake of research by practitioners and policy makers?*

Illustrative recommendations

- Refugee/migrant student data should be integrated in national Education Management Information Systems (EMIS).

- Education policies and programs should consider the needs of both refugee/migrant **and** host country learners.

- Interagency coordination (between governments, NGOs, INGOs, UN agencies, etc.) and planning should be prioritized to optimize the use of resources, eliminate redundancies, and prevent ad hoc responses to crises.

- Additional support should be provided to teachers to enable them to comprehensively include refugee/migrant learners and support their unique needs.

- Donors, international organizations and government systems should prioritize tracking and open sharing of the costs of educating displaced students to facilitate informed decision-making.

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Breakout room discussion

Discussion questions

- *How feasible do you think it is to implement these recommendations?*

- *What might increase the likelihood that these recommendations are implemented? Please give concrete examples from your own experience, if you can.*

Recommendations recap:
1. Refugee/migrant student data should be integrated in the national EMIS.
2. Education policies and programs should consider the needs of both refugee/migrant **and** host country learners.
3. Interagency coordination (between governments, NGOs, INGOs, UN agencies, etc.) and planning should be prioritized to maximize the use of resources, eliminate redundancies, and prevent ad hoc responses to crises.
4. Additional support should be provided to teachers to enable them to comprehensively include refugee/migrant learners and support their unique needs.
5. Donors, international organizations and government systems should prioritize tracking and open sharing of the costs of educating displaced students to facilitate informed decision-making.

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Summary and conclusion

- 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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Tell us your feedback!

https://forms.office.com/r/d2GjNXaaaW

Resources from today's session

https://www.worldbank.org/en/events/2023/11/01/forced-displacement-evidence-in-the-education-sector-module-6#3

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