INSPIRE

GUIDE TO REFUGEE INCLUSION
in National Education Systems

WORLD BANK GROUP
Education

UNHCR
The UN Refugee Agency

Bar Elias. *Butterfly Exhibit: Promoting Peace Through the Arts*, 2017. On loan from the UNESCO Regional Office – Beirut Lebanon

About INSPIRE and the INSPIRE Guide to Refugee Inclusion in National Education Systems

The Inclusion Support Program for Refugee Education (INSPIRE) is an initiative launched by the World Bank, with support from the United Kingdom and in partnership with United Nations High Commissioner for Refugees (UNHCR). Its primary goal is to provide technical assistance and accelerate policy dialogue to help lower-income host countries transition towards fully including refugee children in their national education systems.

By supporting host governments, INSPIRE aims to ensure that refugee children attend schools that are part of the host country's national public system, funded through government channels, and attended by both refugee and host community children together. INSPIRE represents a consensus that refugee inclusion is the most sustainable and durable solution for refugee education across key stakeholders including the Global Partnership for Education (GPE); the Foreign, Commonwealth and Development Office (FCDO); United Nations Educational, Scientific and Cultural Organization (UNESCO), UNHCR; the United Nations Children's Fund (UNICEF); and the World Bank. This approach promotes equitable access to quality education for all children, regardless of their refugee status.

The INSPIRE Guide is intended as a resource for practitioners working on the inclusion of refugee children in national education systems. The Guide has three sections. Section I, the Guidance Note, is designed as a primer to provide clear, concise, and practical information on policy and process issues related to refugee inclusion in national education systems. Section II, the Intervention Repository, curates short notes that provide information relevant to the design and implementation of interventions that support refugee inclusion. And Section III, the Evidence Note, synthesizes empirical evidence on refugees and education to inform policy decisions and interventions.

The INSPIRE Guide is updated periodically to reflect evolving approaches to refugee inclusion and include new evidence and resources that have become available. The Guide was last updated on April 30, 2025.

A Note on the Art in the INSPIRE Guide

The artworks featured in the INSPIRE Guide were curated by the World Bank Art Program.

Children's artworks come from the Butterfly initiative, a collaboration between the World Bank, UNESCO, and the government of Lebanon, designed to strengthen mutual understanding and foster dialogue between host communities and refugees. Under this initiative, Lebanese students and their refugee peers developed stories on the theme of coexistence and depicted them on canvases. These works were launched simultaneously in Beirut and Washington in an exhibition in 2017.

The INSPIRE Guide also features art from the World Bank's permanent art collection. These works are by refugee or forcibly displaced artists, or on themes of displacement.

For additional information, please contact the World Bank Art Program at (artprogram@worldbank.org).

▸ View the video about the Butterfly initiative

Acknowledgments

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The Guide was prepared by a team led by Ritika DSouza (Economist, World Bank), and composed of Karishma Talitha Silva (Education Consultant, World Bank), Justine Lucie Bailliart (Education Consultant, World Bank), Jessica D. Lee (Education Consultant, World Bank), Rafiuddin Najam (Education Consultant, World Bank), Adamseged Kassahun Abebe (Education JPA, World Bank), and Fatou Kine Thioune (Education consultant, World Bank). The team is most grateful to Kanae Watanabe (Education Senior Partnership Specialist, World Bank) and Peter Holland (Lead Education Specialist, World Bank) for providing support, feedback, and direction throughout the development of this Guide. The team benefited greatly from the leadership of Halil Dundar (Education Practice Manager, World Bank) and Luis Benveniste (Education Global Director, World Bank).

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Acronyms and Abbreviations

AEP — Accelerated Education Program

BTS — back-to-school

CCTE — Conditional Cash Transfer for Education

CMU — Country Management Unit

CPD — Continuous Professional Development

CRC — Convention on the Rights of the Child

CRRF — Comprehensive Refugee Response Framework

CWTL — Can't Wait to Learn

CYLC — Child and Youth Learning Center

DACA — Deferred Action for Childhood Arrivals

DCE — Data Collection Exercise

DPP — Data Protection Policy

DWRAP — Developing World Refugee and Asylum Policy Dataset

ECW — Education Cannot Wait

EdTech — Educational Technology

EGRISS — Expert Group on Refugee, IDP, and Statelessness Statistics

EiE — Education in Emergencies

EMIS — Education Management Information System

FCV — Fragility, Conflict and Violence

GBV — Gender-based Violence

GPE — Global Partnership for Education

GRF — Global Refugee Forum

IASC — United Nations Inter-Agency Standing Committee

IDA — International Development Association

IDP — Internally Displaced Person

INSPIRE — Innovative Strategic Partnerships In Refugee Education

IRC — International Rescue Committee

IROSS — International Recommendations on Statelessness Statistics

IRRS — International Recommendations on Refugee Statistics

JDC — Joint Data Center (on forced displacement)

LIC — Low-income Country

LMIC — Lower Middle-income Country

MEAL — Monitoring, Evaluation And Learning

MHM — Menstrual Hygiene Materials

MHPSS — Mental Health and Psychosocial Support

MoE — Ministry of Education

NGO — Nongovernmental Organization

OCHA — United Nations Office for the Coordination of Humanitarian Affairs

ODP — Operational Data Portal

OOSCY — Out-Of-School Children and Youth

PAD — Project Appraisal Document

PPS — Psychosocial Support

PTSD — Posttraumatic Stress Disorder

RPA — Refugee Protection Assessment

RVA — Recognition, Validation and Accreditation

SEL — Social and Emotional Learning

SFP — School Feeding Program

SGBV — Sexual and Gender-based Violence

SRGBV — School-related Gender-based Violence

TEC — Temporary Education Center

TPD — Teacher Professional Development

TTL — Task Team Leader

TVET — Technical and Vocational Education and Training

UMIC — Upper-middle-income country

UNHCR — United Nations High Commissioner for Refugees

UNICEF — United Nations Children's Fund

WB — World Bank

WHR — Window for Host Communities and Refugees

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Guidance Note on the Inclusion of Refugee Children in National Education Systems	**Refugee Inclusion Intervention Repository**	**Evidence Note on Refugees and Education**
Introduces and explains critical issues in refugee education and provides resources for practitioners.	Curates notes on "on-ramp" inclusion interventions, providing information relevant to their design and implementation.	Synthesizes empirical evidence on refugees and education to inform policy decisions and interventions.

I.

Guidance Note on the Inclusion of Refugee Children in National Education Systems

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Introduction*

For all children, education is preparation for a future where they can flourish as individuals and realize their full potential as productive members of society. Education systems are designed to support children as they build their human capital—the knowledge, skills, and resilience that will increase the productivity of their future economic endeavors and allow them to build and sustain peaceful communities.

In the case of refugee children, however, the future is characterized by uncertainty. The Office of the United Nations High Commissioner for Refugees (UNHCR) describes three durable solutions for refugees: "return" to the country of origin, "resettlement" to a distant country, or long-term "integration" in the host country.[1] There is also recognition that these futures may not represent stable end-states, and that refugees may continue to experience

> *For refugee children and youth, education is essential to navigating these uncertain futures—building resilience, economic self-reliance, and the ability to advocate for themselves and their communities.*

[1]   UNHCR 2017.

*This note was authored by Ritika D'Souza (Economist, World Bank), with substantive inputs from Karishma Silva (Education Consultant, World Bank). This note benefited from extensive feedback from UNHCR, including from Shelby Frances Carvalho, Nina Papadopoulos, Jennie Taylor, and Rebecca Telford Mansour.

precariousness and mobility throughout their lives.[2] For refugee children and youth, education is essential to navigating these uncertain futures—building resilience, economic self-reliance, and the ability to advocate for themselves and their communities.

Ensuring the right to quality education for refugees is an urgent challenge for the global community. And the scale of this challenge is unprecedented. In 2024, the global refugee population reached 31.6 million,[3] having more than doubled over the last decade. Children below the age of 18 are disproportionately represented, making up 47 percent of the refugee population. And the experience of forced displacement can prove devastating to their human capital. For the 2022–23 academic year, UNHCR reports a primary gross enrollment rate of 65 percent for refugee children,[4] compared to the global average of 102 percent.[5] Refugee student enrollment rates are 37 percent at the preprimary level, 42 percent at secondary, and seven percent at tertiary level. It is

[2]   Dryden-Peterson et al. 2019.

[3]   UNHCR 2024. Available at https://www.unhcr.org/global-trends. But when including 5.8 million other people in need of international protection under UNHCR's mandate, as well as 6 million Palestinian refugees under UNRWA's mandate, this number rises to 43.4 million refugees globally.

[4]   UNHCR Education Report 2024—Refugee education: Five years on from the launch of the 2030 refugee education strategy. The report covers the academic year 2022–23 and includes 65 refugee-hosting countries.

[5]   World Development Indicators, World Bank.

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estimated that 7.2 million children—nearly half of the school-age refugee population—are out of school,[6] and displaced refugee children and youth miss out on an average of three to four years of schooling.[7] Human capital losses at these foundational stages accumulate over time, resulting in increased economic inequality in the long run.

Building and protecting the human capital of refugee children through quality schooling is an achievable goal. The provision of education is not dependent on the resolution of conflict. On the contrary, it is immediately realizable—for any refugee population—in emergency, early recovery, or protracted crises settings.[8]

Schooling can provide refugee children with a sense of stability and normalcy and may help them cope with the trauma of displacement. It provides avenues to engage with and integrate in local communities. A quality education is key to building human capital and accessing productive economic opportunities in the future.[9] And, quality education is critical to support peacebuilding outcomes and reconstruction of societies in countries of origin.

The inclusion of refugee children in national educations systems is a promising way to deliver education sustainably and at scale. Since 2012, the global community has advocated for a move away

7.2 million children—nearly half of the school-age refugee population—are out of school, and displaced refugee children and youth miss out on an average of three to four years of schooling.

from specialized refugee education systems in favor of inclusion in national schools where refugee and host-community children learn together.[10] While this approach could sustainably increase refugee access to education, it is not without challenges for refugee populations—and also for host communities. For host governments in low- and middle-income countries in particular, the enrollment of large numbers of refugees into public education systems can place additional strains on poorly resourced and overstretched education systems, with deteriorating outcomes for all children. And given that seven in 10 refugees are hosted in these countries, it will be crucial to support governments to expand and strengthen national education systems, facilitating the enrollment of additional children. This note is designed for practitioners working toward the goal of refugee inclusion in host-country education systems.

UNHCR's Master Glossary offers a searchable database of definitions of specialized or technical terms related to refugees and forcibly displaced populations, and refugee inclusion.

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6   UNHCR 2024.
7   UNHCR 2016.
8   UNHCR 2011.
9   Abu-Ghaida and Silva 2021.

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10   UNHCR 2012.

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About this note

The INSPIRE Guidance Note on the Inclusion of Refugee Children in National Education Systems is intended for practitioners designing and/or working on education projects that include a focus on refugee children.

This Guidance Note is designed as a primer to provide clear, concise, and practical information on policy or process issues related to refugee inclusion in education systems. It serves as a reference document, synthesizing existing literature and curating additional resources that may be useful as practitioners engage with government counterparts to design and implement projects that support refugee student inclusion.

The inclusion approach to refugee education refers to the participation of refugee learners in publicly funded education institutions, at all education levels, on the same basis as local students.[11] This approach seeks to make education systems work better for refugee and host-community children alike. When designing projects that respond to this challenge, practitioners will likely be confronted with two sets of questions. The first set will concern making education systems function better in low-resource and capacity-constrained contexts to achieve better outcomes for all children. The second set will ask how education systems can respond to the specific needs of refugee children, given their precarious realities and uncertain prospects.

Education practitioners are likely to be familiar with the first set of questions (and with the existing set of resources that answer these questions). This note focuses on the second set, dealing more explicitly with the additional needs of refugee students. We therefore discuss how education stakeholders, familiar in the education landscape, may have different objectives and constraints in the context of refugee education. We include information on how refugee inclusion can be funded, and how some standard education interventions might require design modifications to better serve refugee students. And we discuss activities that respond to the particular needs of refugee children, and foster their integration with host-community children within the classroom.

This note is a living document, and is periodically updated to reflect evolving approaches and include new evidence and resources that have become available. We also welcome your suggestions on information and resources to include, and on areas you would like covered in future iterations of the note. Please share your feedback with Kanae Watanabe (kwatanabe@worldbank.org) and Peter Holland (pholland@worldbank.org).

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11   UNHCR 2022

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Why Focus On Inclusion for Refugee Students?

In response to the scale of the refugee education crisis, the last decade has seen a shift from refugee education delivered through parallel systems or schools, to the inclusion of refugee children in the national education systems of their host country.

Parallel education systems, funded through humanitarian assistance, are a stopgap solution when a crisis first hits. Schools or temporary education centers (TECs) set up under parallel systems in emergencies may follow the language of instruction and curriculum of the country of origin.[12] In protracted situations, refugee hosting schools under a parallel system may mirror national schools though they remain separate from the national system. As such, these schools are able to offer the national host-country curriculum, enroll students, and enter them for exams.

Schools under parallel systems operate outside of country education systems, and sometimes without the knowledge of national authorities. This means that the management, inspection, and system level governance of these schools are the remit of the United Nations and nongovernmental organizations (NGOs), or local communities. These schools are largely unable to access government financing, and they do not guarantee certification of studies or transition to the next level of education. They are also

12   Dryden-Peterson 2016.

Diala Brisly, Syria. *Mural*, **2018.**
Acrylic on canvas. World Bank permanent collection, PN 2108279

Diala Brisly is a Syrian artist whose artistic practice spans a variety of media, including animation, painting, conceptual art, illustration, comic books, and murals. Recurring themes in her work are social justice, freedom, and a desire to give a voice to children. Place of Birth: Kuwait, Kuwait.

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hindered by the challenges associated with humanitarian funding cycles which tend to be short-term, earmarked or inflexible, and inadequate to provide sustained schooling.[13] Humanitarian funding can also be unpredictable, as responses to new crises shift resources away from long-standing areas of need.[14]

In place of parallel systems, the developmental approach of including refugee students in national education systems in host countries was introduced in UNHCR's Global Education Strategy 2012–16.[15] **Inclusion shows promise as a more effective and sustainable response to the challenge of refugee education, given the nature and scale of the refugee crisis today:**

1 | **Predictable development funding allows for the medium-term planning required in education.**

Refugee children require sustained access to quality schooling. Humanitarian appeals for education generally follow annual funding cycles and have historically been underfunded. This creates segmented and 'projectized' investments that may not adequately meet long-term needs. By contrast, stable development funding facilitates the identification of refugee education requirements and long-term planning to meet these needs.

2 | **Inclusion can improve the efficiency of education provision.**

Inclusion of refugee children into national systems can reduce the cost of providing educational services for refugees thanks to greater economies of scale and fewer transaction costs arising from reliance on implementing partners. This is not to deny that providing education through host governments can also involve transaction costs, or that inefficiencies are commonly seen in public education sectors. However, mainstreaming support to host governments could help strengthen capacity and address these inefficiencies, and thereby improve outcomes for refugee and host-community children alike. Financing refugee education through developmental financing can also offer efficiency gains by embedding a strong results-based orientation in service provision.

The last decade has seen a shift from parallel refugee education systems to the developmental approach of including refugee students in national education systems in host countries as a more effective and sustainable response to the challenge of refugee education.

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13   Abu-Ghaida and Silva 2021.

14   Urquhart 2019; Alexander and Rozzelle 2022; Luecke and Schneiderheinze 2017.

15   UNHCR 2012.

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3 | **An inclusive approach to refugee education can also benefit host countries.**

Investments that ease supply-side constraints and improve quality in national education systems can lead to sustained improvements in educational outcomes for both refugee and host-community children. This approach also means that host countries are not expected to commit more resources to refugees than to host students beyond the initial integration phase, making it a more palatable policy option for local stakeholders.[16] It does however assume that host Governments will take on the costs for refugees once they are integrated into the national system.

What does the move toward inclusion mean for refugee children?

The inclusion approach has the potential to sustainably increase access and improve outcomes for refugee children. It further ensures that refugee education is recognized and accredited so that refugee students can transition into post-primary education, higher education, and the labor market whether they are assimilated into the host country, return to the country of origin, or are resettled.[17]

Receiving an education in national schools might also afford **greater opportunities for integration within host communities, strengthening language skills, forming social networks, and constructively engaging in civic life.**[18] It may also have implications for other aspects of human flourishing, including building feelings of empowerment and agency, belonging and cohesion, and dignity.[19]

While the inclusion approach has promise for refugee children, it is not without risks. If the quality of national education systems is poor, or if the increase in students puts additional strains on a system with limited resources, this could mean worse educational outcomes for refugee and host-community students. For example, refugees in urban areas often reside in low-income neighborhoods where national investment may have been lower and the quality of education poorer even prior to their arrival. Schools are also places where children may experience violence, from both teachers and peers. Refugee children, in particular, are more at risk of being in vulnerable situations and subjected to violence, discrimination, xenophobia, exploitation, sexual and gender-based violence, and human trafficking.[20] Schools with refugee students reported higher levels of delinquency and violence than schools without refugee students.[21]

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16   Abu-Ghaida and Silva 2021.

17   Abu-Ghaida and Silva 2021. Non-governmental schools that offer the national curriculum can also ensure that refugee education is accredited.

18   UNHCR, UNESCO, and UNICEF 2023.

19   UNESCO 2019.

20   Mendenhall, Russell, and Buckner 2017.

21   Cooc and Kim 2023

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Development projects working toward inclusion must carefully consider the particular needs of refugee students and build in the additional resources, training, and support required to build high quality and safe learning environments for them.

What are the implications for host countries?

At the end of 2023, a vast majority of refugees—about 69 percent—were hosted in countries neighboring their country of origin. These neighboring host countries are critical to securing refugee children's right to a quality education, but may themselves have over-stretched education systems, fragile political and economic institutions, and challenges to inclusion and membership related to their own histories of conflict and division.[22]

Many host countries are signatories to international and regional agreements that secure refugee rights within their borders, including the right to education. However, **high up-front costs and uncertainty about whether or when refugees may return to their country of origin impose significant risk and unpredictability for host countries in financing education for school-age refugees.**[23]

Please see **Primer 2** *for information and discussion on the international conventions and national policies at country level*

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22 Hathaway 2016.
23 Abu-Ghaida and Silva 2021.

Rashaya. *Butterfly Exhibit: Promoting Peace Through the Arts*, **2017. On loan from the UNESCO Regional Office – Beirut Lebanon**

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In addition, **host governments will also need to consider the effects of refugee student inclusion on the educational outcomes of host populations.** The evidence on host children's outcomes is mixed (see Section III for a review of evidence). Broadly, however, it suggests that simply enrolling more refugee children into classrooms without increasing resources or training will lead to a deterioration in learning. On the other hand, countries that have supported schools and teachers with increased resources and training have seen improvements in educational outcomes for host-community children as well.

As an example of the former case, in Uganda, the initial inclusion of refugees in government schools during a large-scale refugee influx led to poorer test scores among Ugandan children.[24] In contrast, the presence of Congolese refugees in protracted displacement has had a positive overall impact on the education of children living near refugee camps in Rwanda. Children living within 10 km of a refugee camp were significantly more likely to attend school and have better educational outcomes. Additionally, children in these areas benefit from school feeding programs, especially in camps with more local integration. These positive effects are attributed to the integrated approach to education pursued by the Rwandan government, coupled with increased national spending on education.[25]

Inclusion can also increase access for underserved communities in host countries. Refugees are often hosted in border regions that are among the poorest and most deprived parts of the host country. Investments in education for refugees can therefore improve the underlying quality of education service delivery in these host communities. For instance, Pakistan's Refugee Affected and Hosting Areas initiative directed funds to underserved host communities: of the 800,000 beneficiaries, 16 percent were Afghan refugee children while the rest were local Pakistanis.[26] Similarly, in countries like Ethiopia, Kenya, and Uganda, refugee camps located in remote areas may bring additional resources to support host-community schools and may be viewed favorably by citizens[27] and the politicians who represent them.[28]

Please see Primer 1 for a discussion on the case for host countries to support refugee student inclusion in national schools.

The GPE has also developed a Policy Dialogue Tool for the Inclusion of Refugees in National Education Systems that complements the information in this Guide. The GPE tool curates evidence to support inclusive, evidence-based policy dialogue with host governments on refugee inclusion in education systems.

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24 Sakaue and Wokadala 2022. Specifically, a one percentage point increase in refugee concentration was associated with a 0.012 and 0.009 standard deviation decrease in English and math test scores of native pupils, respectively.

25 Bilgili et al. 2019.

26 UNHCR 2019.

27 Epstein 2010.

28 Zhou et al. 2023.

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What Does Inclusion Look like in Practice?

The goal of inclusion for refugee children, as articulated under the Global Compact for Refugees, refers to refugee children attending schools that are (a) part of the host country's national public system (for example, curriculum, teachers' qualifications, and oversight mechanisms); (b) funded through government channels; and (c) attended by both refugee and host-community children together.[29]

At the country level, realizing this goal requires:

▶ **A legal framework and regulations** that guarantee refugee access to schooling, either explicitly or implicitly.

▶ **Policies and programs** that help refugee children access or transition to national systems. These can involve interventions that increase supply (increasing the availability of schools and classrooms, transitioning refugee-schools to national systems) and demand (such as facilitating enrollment for refugee children who may lack identification documents, or addressing financial constraints with cash transfers).

▶ **Interventions** that address the specific needs of refugee children to support their transition to national schools and ensure good educational outcomes. These can include language support, catch-up programs for children who have been out of school for long periods, psychosocial support for children experiencing mental distress, and so forth.

The inclusion continuum (Figure 1.1) provides a helpful visualization of where countries may lie in terms of their de jure frameworks, and the policies and programs that support refugee student inclusion. The continuum illustrates that host countries may adopt different approaches and achieve varying degrees of integrating refugee children into national education systems at a given time.

Didier Kassai, Central Africa Republic. *Mural*, 2018.
Acrylic on corrugated metal. World Bank permanent collection, PN 2108293
Place of Birth: Sibut

29 UNHCR 2023.

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Figure 1.1. Refugee student inclusion continuum

Full restrictions or prohibition of education for refugees

Partial inclusion

Documentation dependent

Inclusion only in some levels of education

Inclusion only of some refugee groups

Temporal restrictions (second-shift schools)

No restrictions related to refugee education

No restrictions *plus* additional measures to support inclusion

More restrictive — REFUGEE EDUCATION — **More inclusive**

Country examples

Bangladesh, Burundi, China, Malaysia, Nepal

Trinidad and Tobago: *Access only for students with regular status.*

Aruba and Curaçao: *Evidence of compulsory health insurance is required.*

Ethiopia: *Most refugees attend primary schools inside refugee camps and can attend national secondary and tertiary institutions.*

Egypt: *Inclusion of Syrians, exclusion of other groups.*

Lebanon; Jordan: *The majority of refugee students typically attend school in the afternoon, while nationals attend in the morning.*

Cameroon, Rwanda, Uganda, Zambia, Brazil, Colombia, Ecuador, Peru

Costa Rica: *Additional efforts to simplify school registration processes.*

Djibouti: *Additional efforts to translate the national curriculum into English and Arabic.*

Source: Adapted from UNICEF Innocenti 2023

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In terms of de jure inclusion, a 2022 study of 48 developing region countries hosting more than 10,000 refugees found significant variation in the regulations governing refugees' access to schooling. **Host states fall into one of three categories: no restrictions on refugee education access; some restrictions in domestic law that constrain refugees' ability to access formal schooling; and complete prohibition of refugees from accessing public schooling.**[30] While laws and policies do not guarantee inclusion in practice, a World Bank study examining nine refugee-hosting countries across four different contexts[31] found that the liberality of education policy, as measured by the Developing World Refugee and Asylum Policy Dataset (DWRAP), positively influences the likelihood of refugee children being in school and their ability to read and write.[32]

Countries can also vary considerably in the extent to which de jure inclusion is accompanied by policies and programs that support structural inclusion for refugees in national schools, and whether they have additional interventions that respond to the needs of refugee students. Some countries have completely integrated refugees in national education systems (for example, Brazil, Cameroon, Colombia, Ecuador, Türkiye), and some have

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30 Dupuy, Palik, and Østby 2022.

31 (1) Lebanon, Jordan, and the Kurdistan Region of Iraq (KRI), which all host refugees from the Syrian and Iraqi civil wars; (2) Chad and Niger in the Sahel region; (3) Uganda and Ethiopia in East Africa; and (4) Peru and Ecuador in Latin America.

32 The difference between the DWRAP education score of Uganda (.5) and Ethiopia (.22) would be associated with an almost three-percentage point increase in the likelihood of being in school and being able to write.

Laws and policies do not guarantee inclusion in practice, but evidence suggests the liberality of education policy positively influences the likelihood of refugee children being in school and their ability to read and write.

put additional measures in place to support inclusion (for example, Costa Rica and Djibouti). In others countries, most refugee children access schools in camps that have transitioned to the public system (for example, Chad) or double-shift schools[33] that almost exclusively enroll refugee children (for example, Jordan); and in some, refugees may be integrated in public schools but financing is directed through external channels (for example, Lebanon).

Host countries can move toward inclusion over time. In Türkiye, a systematic and phased approach has supported the gradual transition of Syrian refugees from TECs to national schools over the last decade. For the initial wave of refugees arriving in 2011, humanitarian agencies and first responders provided education in TECs using Arabic textbooks and the Syrian curriculum. As the protracted nature of the conflict became apparent, however, the Ministry of Education (MoE) began a process of mainstreaming Syrian refugee students, beginning by formalizing an accreditation process of TECs and even housing some in Turkish schools to

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33 Also known as second-shift or dual-shift schools.

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facilitate assimilation. By 2016, MoE focused on institutionalizing integration, directing all Syrian children to enroll in the public system. Regular education programming was complemented with interventions to support the transition and integration of Syrian students: Turkish language classes, a one-year transition classroom, remedial and tutoring courses, and social cohesion training for teachers.[34]

Although the goal is for countries to move toward increased inclusion, countries may also move away from inclusion in response to public opinion, pressures from interest groups, fiscal pressures in the host country, or changes in the conflict in country of origin.

**Kevork Mourad, United States of America. *The Carriers*, 2018.
Ink of paper. World Bank permanent collection, PN 2108280.02**

Of Armenian origin, Kevork Mourad received an MFA from the Yerevan Institute of Fine Arts and now lives and works in New York. His past and current projects include, [but are not limited to,] the Cirène project with members of Brooklyn Rider at the Metropolitan Museum of Art, the multimedia play Lost Spring (2015) with Anaïs Alexandra Tekerian, at the MuCEM, Gilgamesh(2003) and Home Within (2013) with Kinan Azmeh in Damascus and at the Brooklyn Museum of Art. Place of Birth: Qamishli, Syria, Syria.

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34   Holland, et al. 2022.

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Determining Who Needs Inclusion

Understanding the size of the refugee population, its characteristics, the needs of refugee children, and current policies and modalities of service delivery are crucial to project design. **In mapping the landscape for inclusion projects, practitioners may consider the following questions:**

- ▶ What are the **key characteristics** of the displaced population in the country?

- ▶ From an inclusion perspective, what are the **differences** between refugees, internally displaced populations, and other groups?

- ▶ Are **refugees hosted in camps or urban areas?** Within these settings, how is education provided?

- ▶ What are the **key barriers** preventing refugees from being included in public schools in these settings?

To answer these questions, country-level and subnational demographic data are available through UNHCR who, often alongside Refugee Education Working Groups, collect data on students' prior learning before flight, refugee enrollment, and transition. Data is also held on curriculum and language in home countries, and on the governance of non-state-run schools. These data sets may not be published, but implementing teams can reach out to UNHCR and Refugee Education Working Groups in-country for access.

Table 1 compiles a list of data sources that provide country level data on indicators often used by practitioners/task teams to guide engagement with counterparts and inform project design.

In addition, teams may want to **consider the following data sources:**

- ▶ **The World Bank and UNHCR Joint Data Center on Forced Displacement (JDC)** offers several country-level data and analytical products that might be of use to teams. These include socio-economic data on refugees, literature reviews that summarize recent publications, and academic scholarship on issues related to forced displacement, plus a Digest which synthesizes the latest research on a specific area related to forced displacement by a guest contributor. The JDC also supports implementation teams with data collection on refugees (and other displaced peoples), including financial investments, technical guidance, strategic advice, and partnership building. The JDC does not, however, work on national sector-level data such as the Education Management System (EMIS).

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▶ **UNHCR's Operational Data Portal (ODP)** provides an information and data sharing platform to facilitate coordination of refugee emergencies. ODP provides "situation" and "country" dashboards, with data and links to relevant reports and documents covering all persons of concern to UNHCR (refugees and asylum-seekers, internally displaced persons [IDPs] stateless persons, returnees, and others).

▶ **UNICEF's Migration and Displacement Country Profiles** serve as a centralized resource, compiling the most up-to-date and crucial data concerning "children on the move." These profiles include statistics on international migrant children, refugee children, and internally displaced children, with insights into educational backgrounds and primary migration pathways. They provide pertinent national-level data spanning demographics, education, labor markets, and economics, offering valuable context on the circumstances faced by children.

◀ **Helen Zughaib, Lebanon. *Abaya Series #3*, 2005. Giclée on paper. World Bank permanent collection, PN 2027538**

Helen Zughaib was born in Beirut, Lebanon, living mostly in the Middle East and Europe before coming to the United States to study art at Syracuse University, earning her BFA from the College of Visual and Performing Arts. She paints primarily in gouache and ink on board and canvas. More recently, she has worked with wood, shoes, cloth, and glass in mixed media installations.

Her work has been widely exhibited in galleries and museums in the United States, Europe, and Lebanon. Her paintings are included in many private and public collections.

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Table 1. Data sources to inform refugee inclusion

Indicator	Purpose	Global data (2022)	Country-level data sources
Who needs inclusion—Refugee population statistics			
Number of refugee children, disaggregated by gender and age profile	▶ Informs the scale of intervention and targeting considerations ▶ Relative attention to school readiness / preschool, primary school, secondary school / technical and vocational education and training (TVET)	▶ ~ 15 million school-age refugee children ▶ ~ 9 million school-age refugee children in LICs and MICs	Refugee Education Costing Dashboard, 2023 UNHCR Refugee Data Finder
Location of refugees within host country (urban/peri-urban/rural) and hosting arrangements (camp/non-camp settings)	▶ Informs scope of the intervention (whether national or targeted to specific states or regions)	Average share of refugees living in camps: ▶ LIC: 44% ▶ LMIC: 32% ▶ UMIC: 8%	UNHCR Global Trends Data (Annex—Table 18)
Country of origin	▶ Cultural considerations can highlight possibilities and challenges for inclusion with host communities ▶ Informs the need for additional language support in project design ▶ Support identification of policies or frameworks for recognition of prior learning	—	UNHCR Global Trends Data (Annex—Table 2)
What is the status of refugee rights?—Policy environment for refugee education			
Current policies and practice on refugee education	▶ Informs the scope of the project and potential activities that can be included	—	World Bank Refugee Policy Review produced by the World Bank FCV team (to determine eligibility for WHR funding)

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Indicator	Purpose	Global data (2022)	Country-level data sources
Laws and policies on refugee management	▶ Highlights gaps in refugee status/refugee protections that need to be addressed for host country to move toward increased inclusion	—	Bank FCV team (to determine eligibility for WHR funding) Dataset of World Refugee and Asylum Policies provides data on de jure asylum and refugee policies (for 193 countries from 1952 to 2022) National plans or strategies for refugee inclusion in national education systems
What is the current status of refugee education?—Data on refugee education outcomes			
Refugee enrollment ratios	▶ Informs needs for activities encouraging enrollment, expansion of public education services (infrastructure, additional teachers, and so forth), remedial learning/ second chance education ▶ Informs targeting considerations (comparing refugee enrollment rates to national SDG targets)	Refugee gross enrollment rates: ▶ Primary: 65% ▶ Secondary: 41% ▶ Tertiary: 6%	National costed implementation plans or strategies for refugee inclusion in national education systems Refugee Education Costing Dashboard, 2023
What are the financial implications of including refugee students in national education systems?—Data on costs of inclusion			
Refugee inclusion costing data	▶ Informs financing needs, scope of the project, and so forth	—	National costed implementation plans or strategies for refugee inclusion in national education systems Refugee Education Costing Dashboard, 2023[35]

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35 Provides rough estimates of financing needs to inform project scope where costed implementation plan is unavailable; per student costs are provided for 72 low- and middle-income countries, disaggregated by level of education.

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Navigating the Policy Landscape of Refugee Student Inclusion Projects

Moving from parallel systems to an inclusion approach implies changes to the political economy and funding streams for refugee education.

Parallel systems, organized around humanitarian principles, were intended as an emergency response, suitable when displacement is expected to be short-lived and refugee children will soon return to schools in their country of origin. This approach situates refugees outside of national structures and services and is governed by nonstate or multistate actors.

In contrast, refugee student inclusion organized around development principles adopts a long-term approach to education provision. This approach also requires that inclusion form the basis of education service delivery in emergencies, as has been the case of emergency responses under government leadership in Ethiopia and Sudan. The Global Compact articulates the need for "responsibility sharing", where national actors, developmental partners, and humanitarian agencies each play their part to provide coordinated and sequenced support for refugee education.

The "responsibility sharing" approach can shift the incentives, roles, and responsibilities of the various actors involved in refugee education. **For teams supporting countries moving toward inclusion, understanding the financing landscape for inclusion activities and negotiating new roles and responsibilities will be critical to delivering effective projects.**

Financing inclusion

Many host countries, including low-income countries like Chad, Niger, and Uganda, have established legal and policy frameworks for the inclusion of refugees in public service delivery. In these countries, the challenge in realizing an inclusive approach is often related to financial constraints. Operationalizing de jure commitments to refugee inclusion remains difficult due to limited domestic resources and challenges in mobilizing sufficient international financing.

The inclusion approach requires initial investments to support the integration of refugee children in national schools. Initial investments may fund on-ramp interventions that scaffold increased inclusion, like language support, psychosocial support, remedial education, refugee-responsive teacher training, capacity building, and so on (see "How Can We Support Refugee Student Inclusion in National Education Systems?" for more details). These interventions can benefit refugee and host-community students and strengthen Ministry of Education (MoE) preparedness to deal with new inflows of refugee students.

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Marina Jaber, Iraq. *untitled*, **2018. Acrylic on corrugated metal. World Bank permanent collection, PN 2108290**

The inclusion approach also requires investments in the recurrent expenditures of MoEs, particularly once refugee children are integrated in national education systems. This may include investment toward teacher pay (salaries for new teachers, compensation for double shifts, or hardship allowances in remote areas); costs of teaching and learning materials for additional students; increases in capitation grants that come with increased enrollment, and so on.

In practice, initial investments and recurrent expenditures linked to inclusion may be financed by developmental, humanitarian, or domestic financing. How much of these costs are borne by domestic financing, rather than external financing, will vary by country. In many countries, the estimated annual cost of inclusive refugee education for all refugee children accounts for less than one percent of existing public education expenditure.[36] But in some countries, the scale of the refugee crisis and limited public expenditure on education can put undue pressure on national systems.

Host countries are more likely to strengthen integration of refugee children when there is some assurance of predictable, multiyear financing. Task teams may choose to present development financing or education projects as an opportunity for host

Please see Primer 2 *for information on international conventions and national policies at country level.*

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36   World Bank and UNHCR. 2023. The Global Cost of Inclusive Refugee Education: 2023 Update.

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countries to make incremental progress toward operationalizing their international commitments and national policies. Demonstrated progress toward an inclusion approach can also be used to leverage additional external financing as observed in other sectors. Ethiopia's Jobs Compact matches development assistance for job creation in Ethiopia's industrial parks to the gradual relaxation of the limitations on labor market access for 30,000 refugees. Kenya's Shirika plan links greater economic opportunities and freedoms for encamped refugees to area investments in the regions where these camps are located. Access to subsidized healthcare for Syrian refugees has been guaranteed through the Jordan Health Fund for Refugees (a multi- donor account), established in the Ministry of Health to help ease the burden on the health infrastructure in Jordan.

Yet, only a few host countries access developmental financing for refugee education.[37] There is a need to increase the volume of developmental financing available for refugee education as well as to facilitate host-country demand for this financing. To that end, in collaboration with the Fragility, Conflict and Violence (FCV) team, INSPIRE has prepared a reference resource to help guide task teams access Window for Host Communities and Refugees (WHR)[38] funding and facilitate dialogue with governments. The primer outlines eligibility requirements, funding mechanisms, and details the seven-step WHR application process (see Annex 3B), emphasizing collaboration with partners like UNHCR and World Bank units to navigate government submissions, joint assessments, strategy development, and Board review. Additionally, task teams can refer to the WHR Project Indicators List and past project examples that offer practical insights for project design, enabling teams to tailor interventions, ensure measurable outcomes, and leverage peer learning.

The WHR primer (see Primer 3) *provides guidance on key considerations to access WHR funding, including the application process for education projects, which may be financed as stand-alone operations or as additional support to existing initiatives, with funding contributions required from the country's International Development Association (IDA) allocation.*

Apart from the WHR, another important source of development financing for refugee education is the Global Partnership for Education (GPE) Trust Fund—refer to projects in Djibouti (P166059),

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37   For instance, as of mid-2023, only 11 countries were accessing the World Bank Window for Host Communities and Refugees (WHR) and only two countries were accessing the Global Concessional Financing Facility (GCFF) for education projects in response to refugee crises.

38   WHR is a dedicated financing instrument designed to support medium- to long-term development initiatives for refugees and host communities in eligible IDA countries. Eligibility requires hosting at least 25,000 refugees (or 0.1 percent of the population), adhering to adequate refugee protection frameworks, and having a clear strategy to support both refugee and host communities.

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Refugee integration in national education systems should be guided by costed plans that include initial investments and recurrent expenditures. Where costed plans are unavailable, the UNHCR-WB costing tool offers a simple methodology to estimate inclusion costs.

South Sudan (P181681), Burundi (P180925), Republic of Congo (P179410) in Annex 3A. Task teams should liaise with local education groups and refugee education working groups in-country to identify and map existing financing and interventions around refugee education. The GPE Policy Dialogue Tool, provides information on GPE grants that can support refugee inclusion.

In exploring sources of funding for inclusion projects, teams should consider that start-up investments are well-coordinated, aligned, and sequenced to ensure that limited resources are spent efficiently. Investments toward recurrent costs should be financed through government channels, and developmental financing can play an important role here.

Refugee integration in national education systems should be guided by costed education response plans or by including refugees in national education plans. These plans should have clear costing and financing targets to inform resource mobilization by host governments and donors. They should also include

mechanisms to monitor how funds are allocated for better impact. Where costed plans have not been developed, the UNHCR and WB have developed a simple methodology to estimate the cost of inclusive refugee education where a refugee mark-up for on-ramp activities (20 percent at preprimary and primary levels and 35 percent at secondary levels) is added to per student public expenditure and then multiplied by targeted refugee beneficiaries. You can read more about the methodology and access the country-level dashboard. This data can be used to inform project scope where costed implementation plans are yet to be developed.

A caveat should be entered about use of the UNHCR-WB costing dashboard. The UNHCR and WB methodology is based on public expenditure on education (for equity with host-community students) and includes a mark-up for additional inclusion activities. This tool is extremely useful in providing estimates to guide discussion when national costed plans are unavailable. But it may underestimate financing needs in regions like Sub-Saharan Africa, where current public spending is producing low levels of learning. Teams should consider whether estimated costs of integrating refugees into public systems are sufficient to produce good educational outcomes. At the same time, teams should avoid situations where spending on refugees is substantially higher than that on host-community students because this may affect long-term sustainability and jeopardize institutionalization of interventions within national systems as project financing wanes. Furthermore, the tool does not take into account those refugees who for policy or legal reasons are unable to work, cannot provide

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for household expenses toward education on an equal footing with nationals, and may therefore need financial support.

Selecting appropriate financing instruments to fund refugee student inclusion in national education systems is crucial for ensuring sustainable and effective integration. It is important to consider the specific context of the host country, including its economic capacity, existing education infrastructure, and the scale of the refugee population.

Financing considerations

Host country's economic status	Host country's existing education infrastructure	Scale of the refugee population

▶ **Where refugee populations are large,** inclusion in national systems will incur investment costs (for example, school/classroom construction), but in most cases these costs can be amortized over a longer period of time. The bulk of the annual costs are recurrent, where investment lending instruments may not always be appropriate. Instead, they may be financed through budget support (for instance, through Development Policy Financing and Program for Results). While the World Bank has several financing instruments to provide budget support to host governments, many other partners do not, especially those at the nexus of humanitarian and development

programming. A shift toward the inclusion approach will also require innovations in external financing instruments.

▶ **Where refugee populations are small**, existing developmental financing or education projects can be extended to include refugee children at relatively small marginal costs.

▶ **While low-income countries (LICs) have access to interest-free loans or grants from IDA,** most upper middle-income countries (UMICs) are in the International Bank for Reconstruction and Development (IBRD) or blend lending category and have limited access to concessional financing instruments for refugee education. It can be politically challenging to convince host governments to take on loan development financing that would benefit refugees, even if it benefits host children in the process. Even where grant financing is available, there is an opportunity cost to finance as there is often limited amount of donor financing available to each host country. Instruments like the WHR which provide concessional financing as additions to existing donor allocations, could address some of these challenges.

▶ **Host-country commitments to the inclusive approach should be accompanied by increased development financing.** This could be done through results-based financing around refugee inclusion, that is, countries could access greater development financing as they take incremental steps toward inclusion (for example, Ethiopia). This financing

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could be used to strengthen the education system as a whole, benefiting both refugee and host children.

And finally, in more recent engagements, host governments have raised additional challenges around financing that implementing teams are likely to have to consider:

▶ How best can **developmental financing** support recurrent costs like teacher salaries?

▶ How will **predictable financing** or government commitment account for potential new inflows of refugees?

▶ How do we ensure **government commitment and ownership** for integrated refugee students once projects close?

Political economy of inclusion

Like many reforms across sectors, moving from parallel systems to refugee inclusion in national education systems introduces change to the status quo including shifts in roles and responsibilities for service delivery. In many cases, these changes create new opportunities for collaboration and partnership between actors. However, inclusion often means reducing the roles of actors involved in parallel systems and changing the way host communities experience the proximity of refugees. In some cases, this can lead to increased competition over control of resources funding refugee education and changing perceptions of gains and losses for stakeholder groups, particularly in the short term.

unknown. *Butterfly Exhibit: Promoting Peace Through the Arts*, **2017. On loan from the UNESCO Regional Office – Beirut Lebanon**

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Changing roles of national actors

Countries with a significant refugee presence are likely to have government bodies responsible for developing government policy on refugee matters, including the delivery of services like education (for example, Kenya's Department of Refugee Affairs, South Sudan's Commission of Refugee Affairs, and Türkiye's Directorate General of Migration Management). These bodies often coordinate government and external support for refugee populations within the country. In some cases, humanitarian funds to support parallel education systems would traditionally flow through them.

With inclusion, MoEs take the lead for planning and delivery of refugee education, as the government bodies responsible for national education systems. Although this can result in improved and expanded education services, it can also mean a loss of funding and reduced policy influence for government bodies responsible for refugee populations, depending on the overarching governance arrangement in the country. Where

> *It is crucial for MoEs to collaborate with government and non-government stakeholders managing refugee affairs and education services to develop inclusion plans that are situated within broader education sector priorities.*

refugee management agencies previously held substantial resources and policy influence in the parallel system, such shifts may disrupt existing structures, complicating the transition to inclusive education.[39]

MoEs also have a wider focus and a larger set of stakeholders beyond refugee children and the organizations that fund their education. During the transition to an inclusion approach, MoEs may also have more limited access to data on refugee populations, and the particular needs of refugee children. So, while the inclusion approach is important to achieve scale, it is also crucial for MoEs to collaborate with government and non-government stakeholders managing refugee affairs and education services to develop inclusion plans that are situated within broader education sector priorities. To support MoEs take on the task of refugee inclusion, implementing teams may consider orientation visits for technical MoE staff to refugee settings, and exchange visits or peer learning opportunities between similar countries.

A move to inclusion can also change where financing is allocated, including which actors and agencies receive funds to carry out service delivery. Local or international nongovernmental organizations involved in providing refugee education through parallel systems may need to shift their focus toward supporting inclusion: this may require working in different or reduced capacities. This means that individual actors and organizations

39   Carvalho & Haybano 2023.

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are likely to experience funding reductions which can disincentivize support for inclusion in the short-term.[40] Equally, new opportunities may emerge to support governments in providing support targeted to refugee students in national schools. Where refugee students had previously attended schools in camp settings, teachers in the national systems may see their class sizes increase, raising a complex set of classroom management and learning challenges. They may also experience positive effects if increased funding eases resource constraints in the classroom and provides more opportunities for trainings that they find beneficial.

Refugee inclusion may have implications for how host communities feel about refugee education. Whether communities are supportive or not can be affected by a range of factors. Host communities' support might be driven by perceived similarities or differences with refugee students (ethnicity, religion, language, culture, and so forth).[41] Support can also depend on their perceptions of the quality of services they are receiving, or concerns that refugees will increase competition over limited services.[42] For instance, host communities might be concerned that increased class sizes might affect the education of their own children. On the other hand, if service provision is poor and host families perceive an increase in inputs flowing into their schools as a consequence, they are likely to be more supportive of a

Managing perceptions and relations between refugee and host communities is crucial. Where refugees have been siloed into separate parallel systems, inclusion is likely to require careful planning and attention to host-community responses, including active support from implementation teams.

move toward inclusion. The response of host students, parents, and teachers will depend in large part on the pre-existing levels of integration, the quality of services, and the ways in which resources supporting inclusion are allocated. In contexts where inclusion has been the norm (de jure or de facto), host communities are less likely to notice a shift in financing and policy logistics. Where refugees have been siloed into separate parallel systems, inclusion is likely to require more careful planning and attention to host-community responses, including active support from implementation teams.

Importantly, the move will also have implications for refugee communities. Inclusion can increase access to education, provide sustainable pathways to certification and future economic opportunities, and provide inroads for increased social integration. At the same time, refugee communities may be more resistant to a move toward inclusion if they perceive that the quality of

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40 Dhingra 2022.
41 Sniderman et al. 2004; Hainmueller & Hopkins 2014; Hovil 2016.
42 Zhou 2018.

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education services in national schools is inferior to what they were receiving under a parallel system. They may perceive that the national curriculum does not equip them for a preferred future—either return to their country of origin, or resettlement in a distant country. How refugees view inclusion in the national education system will also be connected to long-term opportunities in the host country, including whether they are likely to have the right to work or pursue citizenship. Situating refugee inclusion in education within the broader policy environment is thus helpful in navigating how education opportunities align with future opportunities.

Managing perceptions and relations between refugee and host communities is crucial. Implementation teams may consider planning for engagement where they address concerns raised by both groups, highlighting equitable resource distribution under planned activities, and the potentials for improved educational outcomes for children from both communities.

Changing roles of international actors

Under parallel systems and inclusion approaches alike, international actors play an important role in the planning, financing, and implementation of refugee education. But much like national actors, international actors may see changes to their mandate, spheres of influence, and funding, as a consequence of the move toward inclusion.[43]

UNHCR's mandate focuses on refugees, forcibly displaced communities, and stateless people, providing them with protection, services, and legal support. Globally, the organization is one of the most important providers of refugee education, in camps that it runs as well as noncamp settings. With decades of experience, UNHCR country teams have developed a deep understanding of the needs of refugee children and the realities of service provision for this group. UNHCR also functions as the global guardians of refugee data, and is mandated to coordinate education for refugees with multiple stakeholders. Since 2012, UNHCR has advocated for an inclusion approach as a sustainable solution to the challenge of refugee education. In practice, this can mean coordinating in new ways with development actors such as UNICEF, the World Bank, and the Global Partnership for Education, that work more directly with MoE and are likely to have multiple priorities in the education sector.[44] In some cases, this can result in a need to navigate different and at times competing priorities related to resource allocation, advocacy efforts, and policy influence. UNHCR also considers and mitigates risks where work toward inclusion in national systems is slow to benefit refugees.

UNICEF's mandate is to promote and protect the rights of children, including access to education services, especially for marginalized children. In regions affected by conflict and displacement, UNICEF also provides emergency education services. As with UNHCR, UNICEF has increasingly been advocating for inclusion in host

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43 This is especially true in light of ongoing changes to the global humanitarian financing landscape that is emerging at the time of writing (March 2025).

44 Carvalho and Dryden-Peterson 2024.

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A collaborative approach among international development partners can facilitate information sharing, the design of more effective projects, and more efficient spending.

Didier Kassai, Central Africa Republic. Exode, 2018.
Watercolor on paper. World Bank permanent collection, PN 2108292
Place of Birth: Sibut

government education systems wherever feasible. This trend could have operational implications for UNICEF's work on direct and indirect financing of education service delivery.

These changes also have implications for financiers of education across humanitarian and development approaches, such as the World Bank and the Global Partnership for Education. Whereas these actors considered their mandates to be more squarely on the "development" side of the spectrum, they are increasingly being called upon to engage earlier in the transition to stability. For the World Bank, in alignment with UNHCR's shift towards sustainable responses, this means helping to develop the institutional capabilities of ministries of education as they work to expand education services to more refugee children.

As in the case of national actors, collaboration across international development partners is indispensable. A collaborative approach can facilitate information sharing and discussions in initial stages that inform the design of more effective projects. Coordinated efforts will also lead to more efficient spending, avoiding the fragmentation or duplication of services and ensuring that additional funding is used fill existing gaps.

Harvard REACH, in collaboration with UNHCR, has developed a theory for understanding the political economy of refugee education in low- and middle-income countries.

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How Can We Support Refugee Student Inclusion in National Education Systems?

The goal of an inclusive approach to refugee education is to ensure that refugee children attend schools that are part of the host country's national public system, funded through government channels, alongside host-community children. In practice, however, **host countries may adopt different approaches and achieve varying degrees of integrating refugee children into national education systems over time.** There may also be differences in levels of de jure and de facto inclusion. For instance, countries may have an inclusive policy environment, yet most refugees may attend schools managed by UN organizations or NGOs. Alternatively, countries may have refugee children attending public schools, but with funding directed through nongovernment channels.

In order to establish the current state of refugee inclusion in a given host country, implementing teams may find helpful the Harvard REACH and UNHCR Tools for Mapping Refugee Inclusion in National Education Systems. The set of tools guide users through an assessment of the fundamental components of inclusion and the alignment of refugee inclusion policy and practice.

Once implementation teams have investigated the current status of refugee education in a country and set out an achievable goal for greater inclusion, they can then identify on-ramp interventions that can move the country toward this goal. On ramp interventions scaffold refugee inclusion, building systems and capacities and providing support so that refugee students can learn alongside their peers in host communities. Figure 1.2 draws on the experience of Türkiye to illustrate how on-ramp interventions might help a host country move from parallel systems toward the inclusion of refugees in national education.

Harvard REACH and UNHCR's Tools for Mapping Refugee Inclusion in National Education Systems allows users to assess the alignment of refugee policy and practice.

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Figure 1.2. On-ramp interventions in Türkiye for refugee student inclusion

CONTEXT: Since 2011, Türkiye has received more than 3.6 million Syrian refugees, about one-third of whom are children and youth. Over time, the country has gradual moved towards increased inclusion of refugee students in the national education system, with Syrian refugees transitioning from Temporary Education Centers (TECs) to national schools over the last decade.

More restrictive

More inclusive

Humanitarian Response (2011–2014)

Humanitarian agencies and first responders provide refugee education in Temporary Education Centers (TECs) using Arabic textbooks, the Syrian curriculum, and volunteer teachers

New legal framework extending the right to education to all refugee children

Accreditation of TECs, requiring compliance with Ministry of National Education regulations

Developmental Approach (2014–2016)

Focus on institutionalizing integration, with Syrian students able to enroll in Turkish schools or accredited TECs

School construction programs to increase system capacity

Training to Syrian volunteer teachers to provide psychosocial support, and in classroom management for crowded classrooms

High school–aged Syrian children could enroll in technical and vocational education and training without exam results or a diploma

Strengthening Inclusion (2016 onwards)

Regular education programming complemented with interventions to support the transition and integration of refugee students

Social cohesion training for teachers

One-year "welcoming" classroom for refugee students who needed to learn Turkish and to ease sociocultural adjustments

Catch-up remedial courses and tutoring courses for refugee students

Source: Adapted from Holland et al. 2022

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Recognizing that countries are at different stages and have varying aspirations for inclusion, this note provides a menu of on-ramp interventions to support the inclusion of refugees in national systems, allowing for maximum customization in program design.

Interventions are organized into four categories:
- ▶ **Interventions addressing the policy/financing environment**
- ▶ **Interventions supporting schools**
- ▶ **Interventions supporting students**
- ▶ **Interventions for monitoring and evaluation.**

This note consciously avoids being prescriptive about priority activities or minimum packages for countries at different points in the continuum. The continuum abstracts from complex policy environments, and both the needs for and suitability of different activities will depend on host country and refugee characteristics. Instead, for each of the four intervention categories, **the note sets out a list of questions that can guide teams in selecting interventions when moving from parallel provision to partial inclusion, and from partial to increased inclusion of refugee students in national schools (see Table 2).**

Further, the INSPIRE Refugee Inclusion Intervention Repository curates notes on on-ramp interventions designed for practitioners. The notes provide information relevant to the design and implementation of the interventions (design considerations, costing estimates, material and human resource requirements, evidence on impacts where available). This information can also help practitioners think through host government capacity to implement interventions, and whether additional technical assistance or implementing partners are required for effective implementation. The notes conclude with links to implementation or evaluation reports, and individuals or organizations with expertise who can offer support to teams interested in incorporating these activities in projects.

The intervention notes currently included in the Repository are a subset of the full list of interventions in this section that were considered the most pressing for implementing teams. Additional notes will be added to the Repository over time, and existing notes will also be updated as more information becomes available.

> If you would like to suggest more activities or request a note for a particular activity, please get in touch with Kanae Watanabe (kwatanabe@worldbank.org) and Peter Holland (pholland@worldbank.org).

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Refugee inclusion interventions

Interventions included in the Repository are noted in bold and with an (*) and are linked to the Repository.

Addressing the Policy/Financing Environment

1 | Legal/policy frameworks

▶ **Strengthen identification documentation systems***
(acceptance of refugee identification documents for enrollment, registration in EMIS, etc.)

▶ Include refugees in national and subnational education sectors plans and strategies

▶ Train local governments on refugee rights and status, approaches to inclusion nationally and sub-nationally (and how these relate to the inclusion of refugee children in national schools)

2 | System financing

▶ Develop costed plans for the inclusion of refugee children

▶ Use results-based financing

▶ Build flexible/decentralized financing structures that enable governments to respond to the education needs of refugee and host communities

Supporting Schools

1 | Integration of previously parallel schools catering to refugees

▶ Register previously parallel schools serving refugee students in national systems

▶ Assist schools to meet national minimum standards for registration as national public schools
  ▶ Support school management processes (e.g. bank accounts, boards of management etc.)
  ▶ Assist schools to adopt the national curriculum if needed (re-training of teachers, teaching and learning materials) where this is not already the case
  ▶ Assess teaching staff and develop a transition road map to train or recognize prior qualifications of teaching staff who are not nationally accredited (linked to the below on teachers)

▶ Integrate teachers from previously parallel schools into the national payroll depending on equivalency and the right to work if they are refuges themselves

2 | Expanding school infrastructure

▶ **Increase school capacity through double-shift systems as a temporary measure***

▶ Develop a school safety framework aligned with national policies for school safety (establish reporting mechanisms)

▶ **Train teachers and school staff in promoting school safety***
(including legal protection from violence in schools how to identify children at risk of violence or abuse, addressing violence at school)

▶ Expand school infrastructure, provide school equipment

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3 | Strengthening school staff capacity

▶ Conduct capacity building for school staff on refugee rights and status, approaches to inclusion nationally and sub-nationally (and how these relate to the inclusion of refugee children in national schools)

▶ **Engage refugee teachers to support host-country education systems***

▶ **Provide teacher professional development (TPD) for educators of refugee and host-community learners*** (supporting learner's linguistic needs, mental health, etc.)

▶ Train teachers on pedagogical strategies for language learning (medium of instruction and language classes)

▶ Training teachers in formative assessment practices to continuously evaluate the learning progress of students

▶ Develop transitional schemes of service for refugee teachers

▶ Strengthening refugee teacher qualifications and training on par with national teachers

▶ **Support the well-being of teachers in emergency settings***

4 | Placing refugee children at the right level

▶ **Place students into appropriate grade levels through recognition, validation, and accreditation of prior learning (RVA)***

▶ Place students into appropriate grade levels through placement tests aligned with those already in use in the national education sector

Supporting Students

1 | Helping refugee children access schooling

▶ **Organize back-to-school (BTS) campaigns***

▶ Provide information on the enrollment process in the language of the refugee population

▶ **Provide cash grants to support education for refugee children*** (due to constraints on the right to work, etc.)

▶ Provide scholarships for refugees to access levels of public education that are not publicly funded (for example, secondary; in some contexts)

▶ Provide safe transportation

▶ **Distribute school kits or in-kinds support*** (textbooks, desks, stationary, school supplies, reading materials, uniforms, etc.) as are provided for or by nationals in a particular context

▶ **Extend school health and nutrition (SHN) programs***

▶ Remove additional financial barriers to equivalency of certification targeted at refugee students

2 | Providing remedial/accelerated education programs

▶ **Provide remedial or catch-up programs*** (to allow refugee students to regain ground or to support acquisition of specific knowledge or skills that facilitate integration in national schools)

▶ **Offer accelerated education programs (AEPs) for out-of-school children and youth***

▶ Provide classroom mentors and aides in national schools

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3 **Supporting language acquisition**

▶ Provide intense language courses for children and youth to facilitate refugees' access to host country institutions

▶ Offer language courses for parents of refugee students

4 **Providing psychosocial support to students**

▶ Extend psychosocial (PSS) assessments to refugee students and develop these as a public good for all students where necessary

▶ **Strengthen psychosocial support and socio-emotional learning for students***

▶ Set up mentorship and peer groups, peer/community activities (sports, after-school clubs, volunteering, etc.)

5 **Using digital technologies and online learning for a wider reach**

▶ **Use adaptive EdTech solutions to build foundational literacy and numeracy skills*** (in alignment with national policy)

▶ Use digital technologies to support non-formal approaches with an eventual goal of reintegration in national schools

▶ Use digital technologies to enrich teaching and learning processes in the classroom

▶ Use digital technologies to expanding opportunities at the tertiary education level online

Monitoring and Evaluation

1 **Strengthening data systems to include refugee**

▶ Include refugee identification questions in surveys building the evidence base to inform future projects/ programming

▶ **Include data on refugee students in education management information systems (EMIS)***

▶ **Include refugees in national data systems***

▶ Include refugee disaggregation in project and (where possible) sector level monitoring instruments

2 **Evaluating programs/interventions that target refugee students/communities**

▶ Evaluate programs that focus on refugee student populations

▶ Use mobile technology-based innovations for monitoring

▶ Protect data privacy and confidentiality

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Table 2. Guiding questions for intervention selection

The table below sets out a list of questions that can guide teams in selecting interventions when moving from parallel provision to partial inclusion, and from partial to increased inclusion of refugee students in national schools. The interventions included in the Refugee Inclusion Intervention Repository are highlighted.

Access active intervention notes directly by clicking on the title.

Addressing the Policy/Financing Environment

Schools | Students | M & E

Dimension	Parallel education to partial inclusion	Partial inclusion to part of national system
Legal/policy frameworks	**Do host governments recognize refugee status? Have documentation barriers been removed?** ▶ **Strengthen identification documentation systems** (acceptance of refugee identification documents for enrollment, registration in EMIS, etc.) **Are education policies in place to support progressive inclusion?** • Include refugees in national and subnational education sectors plans and strategies	**Is there awareness of refugee inclusion at different levels of government?** • Train local governments on refugee rights and status, approaches to inclusion nationally and sub-nationally (and how these relate to the inclusion of refugee children in national schools)
System financing	**Do education sector budgets and plans account for the refugee inclusion?** • Develop costed plans for the inclusion of refugee children • Results-based financing	**Do refugee-hosting regions receive adequate finance to support the provision of education?** • Flexible/decentralized financing structures that enable governments to respond to the education needs of refugee and host communities

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Supporting Schools

Policy | Students | M & E

Dimension	Parallel education to partial inclusion	Partial inclusion to part of national system

Integration of previously parallel schools catering to refugees	**Are there pathways for schools under the parallel systems and to register under the national system?**
	
	• **Register** previously parallel schools serving refugee students in national systems
	• **Apply** national protocols and standards to previously parallel schools
	  · *Support school management processes (e.g. bank accounts, boards of management etc.)*
	  · *Assist schools to adopt the national curriculum (re-training of teachers, teaching and learning materials) where this is not already the case*
	  · *Assess teaching staff and develop a transition road map to train or recognize prior qualifications of teaching staff who are not nationally accredited (linked to the below on teachers)*
	• **Integrate** teachers from previously parallel schools into the national payroll depending on equivalency and the right to work if they are refuges themselves
		Is there awareness of refugee inclusion at different levels of government?
		
		• **Train** local governments on refugee rights and status, approaches to inclusion nationally and sub-nationally (and how these relate to the inclusion of refugee children in national schools)

Expanding school infrastructure	**Is there a need for additional classrooms in the short term?** ▶ **Increase school capacity through double-shift systems as a temporary measure** **Is the security of students considered?** • **Develop** a school safety framework aligned with national policies for school safety (establish reporting mechanisms) ▶ **Train teachers and school staff in promoting school safety** (including legal protection from violence in schools how to identify children at risk of violence or abuse, addressing violence at school)	**Is there a need for additional facilities where refugee and host community children can learn together?** • Expand school infrastructure, provide school equipment

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Supporting Schools

Policy | Students | M & E

Dimension	Parallel education to partial inclusion	Partial inclusion to part of national system
Strengthening school staff capacity	**Is there awareness of refugee inclusion among school staff?** • Conduct capacity building for school staff on refugee rights and status, approaches to inclusion nationally and sub-nationally (and how these relate to the inclusion of refugee children in national schools) **Are there enough teachers or facilitators? Are they able to respond to the needs of students?** • Recruit additional teachers, teaching assistants ▶ **Engage refugee teachers to support host-country education systems** ▶ **Provide teacher professional development (TPD) for educators of refugee and host-community learners** (supporting learner's linguistic needs, mental health, etc.) • Train teachers on pedagogical strategies for language learning (medium of instruction and language classes) • Train teachers in formative assessment practices to continuously evaluate the learning progress of students	**Are refugee teachers' qualifications recognized? Can they access training?** • Develop transitional schemes of service for refugee teachers • Strengthening refugee teacher qualifications and training on par with national teachers **Are teachers supported in providing inclusive education?** ▶ **Support the well-being of teachers in emergency settings**
Placing refugee children at the right level	**Is the prior learning of refugee children recognized? Are there means to place them at the appropriate grade level?** ▶ **Place students into appropriate grade levels through recognition, validation, and accreditation of prior learning (RVA)** • Place students into appropriate grade levels through placement tests aligned with those already in use in the national education sector	—

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Dimension	**Parallel education** to **partial inclusion**	**Partial inclusion** to **part of national system**
Helping refugee children access schooling	**Do refugee families have information on** ▶ **Organize back-to-school (BTS) campaigns** • Provide information on the enrollment process in the language of the refugee population **Are there additional financial barriers or other constraints that restrict refugee children's access to schools?** ▶ **Provide cash grants to support education for refugee children** (due to constraints on the right to work, etc.) • Provide scholarships for refugees to access levels of public education that are not publicly funded e.g. secondary (in some contexts) • Provide safe transportation ▶ **Distribute school kits or in-kind support** (textbooks, desks, stationary, school supplies, reading materials, uniforms, etc.) as are provided for or by nationals in a particular context ▶ **Extend school health and nutrition (SHN) programs** • Remove additional financial barriers to equivalency of certification targeted at refugee students	—
Providing remedial/ accelerated education programs	**Is support available to help refugee students overcome suspended learning or learning losses during displacement?** ▶ **Provide remedial or catch-up programs** (to allow refugee students to regain ground or to support acquisition of specific knowledge or skills that facilitate integration in national schools) ▶ **Offer accelerated education programs (AEPs) for out-of-school children and youth**	**Are additional needs for students with learning difficulties, disabilities or students from marginalized groups being addressed?** • Provide classroom mentors and aides in national schools

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Dimension	Parallel education to partial inclusion	Partial inclusion to part of national system
Supporting language acquisition	**Do refugee students share the host country language? Are language bridging programs available?** • Provide intense language courses for children and youth to facilitate refugees' access to host country institutions	**Is the acquisition of host country languages supported within refugee communities?** • Offer language courses for parents of refugee students
Providing psychosocial support to students	**Does the curriculum address the socioemotional needs of refugee students?** ▶ Strengthen psychosocial support and socio-emotional learning for students • Strengthen school-based PSS to support students experiencing mental distress	**Do schools promote and offer opportunities for increased integration?** • Set up mentorship and peer groups, peer/community activities (sports, after-school clubs, volunteering, etc.)
Using digital technologies and online learning for a wider reach	**Can digital technologies reach additional learners given resource constraints in the short term?** ▶ Use adaptive EdTech solutions to build foundational literacy and numeracy skills (in alignment with national policy) • Use digital technologies to support non-formal approaches with an eventual goal of reintegration in national schools	**Can digital technologies enhance learning and increase access?** • Use digital technologies to enrich teaching and learning processes in the classroom • Use digital technologies to expanding opportunities at the tertiary education level online

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Monitoring and Evaluation

Policy | Schools | Students

Dimension	Parallel education to partial inclusion	Partial inclusion to part of national system
Strengthening data systems to include refugee students	**Are data on refugee children captured in national education data systems?** ▶ Include data on refugee students in education management information systems (EMIS) ▶ Include refugees in national data systems	**Are data on programs and resources directed towards refugee students tracked in national education project management systems?** • Include refugee disaggregation in project and (where possible) sector level monitoring instruments
Evaluating programs/ interventions that target refugee students/ communities	—	**Are data available on the efficacy and effectiveness of programs that support refugee student?** • Evaluate programs that focus on refugee student populations • Use mobile technology-based innovations for monitoring • Protect data privacy and confidentiality

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How Can INSPIRE Help?

At the Global Refugee Forum of 2023, stakeholders[45] from all elements of the refugee inclusion landscape pledged to make real progress in extending education services to refugee children. To help make these promises a reality, the UK's Foreign, Commonwealth and Development Office (FCDO), UNHCR, and the World Bank launched INSPIRE, an initiative that seeks to secure predictable concessional financing to countries that open their schools to refugee children. Working with a range of partners, INSPIRE helps countries implement programs to help transition refugee populations into host-country schools. **The initiative operates through three types of activities:**

- ▶ **Global knowledge activities:** Building on ongoing efforts to establish the evidence base and operationally guide refugee inclusion efforts, INSPIRE works to develop and disseminate knowledge pieces to inform policy and programming toward refugee inclusion.

- ▶ **Just-in-time technical support:** INSPIRE provides hands-on support to help access financing to implement government programs for refugee inclusion, such as from IDA's Window for Host Communities and Refugees, the Global Concessional Financing Facility, the GPE, and others.

- ▶ **Country grants:** Small technical assistance grants are provided to countries that are working on specific areas to make government education service delivery more refugee-responsive.

For more information on INSPIRE, please reach out to Kanae Watanabe (kwatanabe@worldbank.org) or Peter Holland (pholland@worldbank.org) at the World Bank.

45　This multistakeholder pledge was led by FCDO, Germany, the World Bank, Canada, GPE, Education Cannot Wait (ECW), UNICEF, Denmark, and refugee-hosting countries.

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PRIMER 1: Why Should Host Countries Focus on Inclusion for Refugee Students?*

Host countries are critical to securing refugee children's right to a quality education. But these countries may themselves have over-stretched education systems, fragile political and economic institutions, and challenges to inclusion related to their own histories of conflict.[46] Inclusion can impose up-front and recurrent costs on host countries, while economic, political, and civic returns to education remain uncertain and are contingent on whether or when refugees return to their country of origin or resettle elsewhere.[47]

Consequently, while the political economy costs associated with refugee student inclusion are evident to policy makers in host countries, the potential benefits may not be equally salient. This note is intended for implementing teams engaged in dialogue on refugee student inclusion with government counterparts. Its arguments make the case that the inclusion approach can also be beneficial for the host country.

So, why should host countries support the inclusion of refugee students in national education systems?

Ensuring the right to quality education for refugees is an urgent challenge for all in the global community

The refugee crisis is creating 'lost generations' of children. The global refugee population is disproportionately young. There are 14.8 million children below the age of 18, making up 47 percent of refugees.[48] Close to half of all refugee children—49 percent—remain out of school. For the 2022–23 academic year, UNHCR reports a primary gross enrollment rate of 65 percent for refugee children,[49] compared to the global average of 102 percent.[50] Refugee student enrollment rates are 37 percent at the preprimary level, 42 percent at secondary, and seven percent at tertiary level.

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48   In comparison, children under 18 make up 30 percent of the average global population.

49   UNHCR Education Report 2024. Refugee education: Five years on from the launch of the 2030 refugee education strategy. The report covers the academic year 2022–23, and includes 65 refugee-hosting countries.

50   World Development Indicators, World Bank. A gross enrollment rate (GER) above 100% occurs when students outside the official age range enroll in primary school. This includes late starters, repeaters, and early entrants. Flexible policies and strong education access also contribute by allowing older out-of-school children to enroll, boosting overall enrollment numbers.

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46   Hathaway 2016.

47   Abu-Ghaida and Silva 2021.

*This note was authored by Ritika D'Souza (Economist, World Bank) and Jessica Lee (Education Consultant, World Bank).

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For refugee children, education is essential to building resilience, economic self-reliance, and the ability to advocate for themselves and their communities. A school can be a safe haven that gives the refugee child a sense of stability and normalcy, and helps them cope with the trauma of displacement. Schools provide refugee students with avenues to engage with, and integrate into, local communities. And, a quality education is key to building human capital—the knowledge and skills that will allow children to access productive economic opportunities in the future.

In contrast, refugee children who do not have access to education are at increased risk of exploitation and engaging in violence themselves. In a 2017 survey of children moving across the Central Mediterranean route to Europe, 90 percent of adolescents without education reported exploitation compared with 77 percent of children with primary education and 75 percent with secondary education.[51] Human capital losses at foundational stages accumulate over time, resulting in high levels of inequality in education and economic opportunity that in turn heighten the risk of violence and conflict. This creates a vicious cycle of lost educational opportunities, conflict and displacement. As UNESCO reports, observed over 21 years, regions with very low average rates of education had a 50 percent chance of experiencing conflict.[52]

Host countries are critical to securing refugee futures

Prolonged displacement means that successive cohorts of refugee children will spend their formative years in a neighboring host country. Around 66 percent of refugees are in situations of protracted displacement,[53] with an estimated median duration of displacement of 5 years.[54] Seventy-one percent are hosted in low- and middle-income countries. When factoring in available resources, low-income countries host a disproportionately large share of the global refugee population. These countries account for only 0.6 percent of global gross domestic product[55] while hosting 18 percent of refugees. Meanwhile, high-income countries accounted for nearly 66 percent of global wealth and hosted 29 percent of refugees in 2024.[56]

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51   On the Eastern Mediterranean route, 23 percent of adolescents without education reported exploitation compared to 20 percent with primary education and 14 percent secondary education (IOM and UNICEF 2017).

52   Global Education Monitoring Report 2016 (UNESCO 2016).

53   UNHCR 2024. Protracted situations are defined as those where more than 25,000 refugees from the same country of origin have been in exile in a given low- or middle-income host country for at least five consecutive years.

54   Devictor 2019.

55   Source: World Bank, Gross Domestic Product (current prices, US$) 2023. The most recent available estimates (2023) were used. Data on GDP is not available for all countries as of 2023. Note that the shares do not add to 100 percent, due to a small discrepancy between the global GDP estimates and country estimates and no available income-group classification for some countries.

56   Low- and lower-middle-income countries host 35 percent of refugees. Upper-middle-income countries host 36 percent of refugees.

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Many host countries have shown a commitment to safeguarding refugee children's right to education. Several countries are signatories to international and regional conventions that support the rights of refugee children to access a quality education. Although legal frameworks do not necessarily ensure inclusion in practice, several countries also have national legislation and policies that lay the foundations for refugee students to access education in national schools. Please check Primer 2 for information and resources on the legal/policy environment for inclusion in countries.

In practice, low- and lower-middle income countries have been pioneers in developing sustainable approaches to delivering education to refugee students. Several host countries were already including refugee children within their national education systems prior to the more formal move toward inclusion introduced in UNHCR's Global Education Strategy in 2012. For example, the Kenyan curriculum was used in refugee schools in Dadaab camps in Kenya as early as 1997,[57] and national schools in urban areas of Uganda admitted refugees in ad hoc ways as early as the 1990s.[58]

Providing refugee student inclusion can be a win-win proposition

The inclusion approach allows host countries additional access to financing to make investments in education systems that can benefit refugee and host-community students alike. Since 2012, the global community has advocated for a move away from parallel education systems toward the inclusion of refugee students in national schools. This approach offers several potential benefits to host countries:

▶ **Predictable funding:** The approach calls for predictable and reliable development funding that host countries can use to offset initial set-up costs, and for medium-term planning;

▶ **Investments in education systems:** Investments that ease supply-side constraints and improve quality in national education systems can lead to sustained improvements in educational outcomes for both refugee and host-community children;

▶ **Increased access for underserved communities:** Refugees are often hosted in border regions which are among the poorest and most deprived parts of the host country. Investments in education for refugees can therefore improve the underlying quality of education service delivery in these host communities. In countries like Ethiopia, Kenya, and Uganda, refugee camps located in remote areas may bring additional resources to support host-community schools and may be viewed favorably by citizens[59] and the politicians who represent them;[60] and,

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57 Dryden-Peterson, Dahya, & Adelman 2017.
58 Dryden-Peterson & Hovil 2004.

59 Epstein 2010.
60 Zhou et al. 2023.

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▶ **Equity:** This approach also means that host countries are not expected to commit more resources to refugees than to host students beyond the initial integration phase.[61]

In the short term, additional resources for national education systems can improve outcomes for host-community children

Evidence on the effects of refugee student inclusion on educational outcomes for children in host communities is mixed. Chapter 5 of the INSPIRE Evidence Note on Refugees and Education summarizes the available evidence from six low- and middle-income countries. The upshot is that simply enrolling more (refugee) children into classrooms without increasing resources or training will lead to a deterioration in learning. On the other hand, countries that have supported schools and teachers with increased resources and training have seen improvements in educational outcomes for host-community children as well:

▶ **In Türkiye,** communities with Syrian refugees showed increases in mathematics, science, and reading scores among Turkish adolescents, mainly among those in the lower half of the test score distribution and with lower maternal education. These findings were attributed to increased funding and resources provided for the full integration of refugees into the Turkish national system in 2016, which ended double-shift education in regular public schools for refugees.[62]

▶ **In Rwanda,** children living within 10 km of a Congolese refugee camp are significantly more likely to attend school and have better educational outcomes. Additionally, children in these areas benefit from school feeding programs, especially in camps with more local integration. These positive effects are attributed to the integrated approach to education pursued by the Rwandan government, coupled with increased national spending on education.[63]

In the medium term, inclusive policies can promote wider social cohesion

Host communities that experience an increased flow of resources and an improvement in services are also more likely to be welcoming of refugees, fostering greater integration and social cohesion:

▶ **In Uganda,** the arrival of Sudanese refugees the 2000s initially led to decreased access to both primary and secondary schools for communities with higher numbers of refugees. But by 2020, there were significant increases in access, especially at the secondary school level. Some of this can be attributed to Uganda's generous hosting policy, which eventually became codified in the country's 2006 National

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61 Abu-Ghaida and Silva 2021.

62 Tumen 2021.
63 Bilgili et al. 2019.

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Refugees Act. The Act allows refugees to move freely, participate in economic activity, access public services like education, and provides plots of land for farming and to build permanent structures. The policy did not lead to a backlash against refugees, probably owing in part to Uganda's integrative approach, which also improved basic services to host communities.[64]

▶ **In Rwanda,** local children in close proximity to Congolese refugee camps had better schooling outcomes and more positive views of refugees than did native children who lived further away from the camps.[65]

▶ Research also suggests that host governments can reap financial benefits from **social externalities** associated with educational investments, such as reductions in crime and health care needs, as well as the **stimulative benefits** of educational expenditures on host governments' tax revenues.[66]

In the long term, refugees have the potential to contribute to the economy of the host country

The return on investment a host government receives from investing in school-age refugees' education will vary depending on other refugee policies, such as rights to work, rights to travel, and other legal rights. But evidence suggests that host countries can benefit from providing refugees with access to the labor market:

▶ **In Lebanon,** researchers found that cash transfers to Syrian refugees allowed refugees to indirectly compensate locals through higher demand for local goods and services, as well as directly benefiting locals by offering help and sharing aid.[67]

▶ In addition to boosting the local economy, research from **Latin America** suggests that by integrating Venezuelan refugees and migrants, host countries could enjoy GDP growth of 4.5 percentage points by 2030.[68]

▶ Moreover, ensuring refugee households have equitable access to employment will also allow households to spend more on their children's education, and can thus enhance refugee students' incentives to participate in, and ultimately complete, secondary and tertiary education.[69] This can lead to a virtuous cycle of self-reliance and economic productivity that benefits host country economies.

64 Ge, Shuning, Guy Grossman, Yang-Yang Zhou. 2022. Inclusive refugee-hosting can improve local development and prevent public backlash. World Development Volume 166, 106203. https://www.sciencedirect.com/science/article/pii/S0305750X23000219

65 Bilgili et al. 2019.

66 Carroll and Erkut 2009; De Ridder, Hannon, and Pfajfar 2020; Canton 2007; Roser and Ortiz-Ospena 2016.

67 Lehmann, M. Christian, Daniel T.R. Masterson. "Does Aid Reduce Anti-Refugee Violence? Evidence from Syrian Refugees in Lebanon." American Political Science Review 114, no. 4 (2020): 1335–42. https://doi.org/10.1017/S0003055420000349.

68 Arena, M., Fernandez Corugedo, E., Guajardo, J, and Yepez, J. 2022. Venezuela's Migrants Bring Economic Opportunity to Latin America. IMF. www.imf.org/en/News/Articles/2022/12/06/cf-venezuelas-migrants-bring-economic-opportunity-to-latin-america.

69 Abu-Ghaida and Silva 2021.

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PRIMER 2: International Conventions and Host-Country Policies on Refugee Education*

One of the first steps toward refugee inclusion in national education systems is an explicit legal or policy framework that safeguards the rights of refugee children to access education, so that every refugee child can thrive, prosper, and integrate into host communities, regardless of nationality, gender, or disability. Such laws and policies can also promote equity, enabling refugee children to learn together with their peers from host communities.

Regulations securing refugee access to education have increased over time, and 73 percent of countries currently have laws allowing refugee children to enroll in primary schools.[70] And while laws and policies alone do not guarantee inclusion in practice, a World Bank study examining nine refugee-hosting countries across four different contexts[71] found that the liberality of education policy, as measured by the Developing World Refugee and Asylum Policy Dataset (DWRAP), positively influences the likelihood of refugee children being in school and their ability to read and write.[72]

This note provides implementing teams with an overview of international and regional conventions and country-level policies that provide the legal foundations for refugee inclusion in national education systems. The first section covers international legal and policy frameworks. The second section is on national legal and policy frameworks. By reviewing a host country's participation in international conventions and national policies that pertain to refugees, implementing teams can build an understanding of its legal environment and identify gaps in the legal/policy infrastructure that supports inclusion.

International legal and policy frameworks for refugee inclusion

Three key international legal documents underpin refugees' right to education: the 1951 Refugee Convention, the 1966 International Covenant on Economic, Social and Cultural Rights (ICESCR), and the 1990 Convention on the Rights of the Child (CRC). Together, these frameworks establish a foundation for education access. However, even if countries have signed the conventions, their limited enforceability often results in significant discrepancies

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70   UNHCR 2023. Global Compact on Refugees Indicator Report. Retrieved at: https://www.unhcr.org/media/2023-global-compact-refugees-indicator-report.

71   (1) Lebanon, Jordan, and the Kurdistan Region of Iraq (KRI), which all host refugees from the Syrian and Iraqi civil wars; (2) Chad and Niger in the Sahel region; (3) Uganda and Ethiopia in East Africa; and (4) Peru and Ecuador in Latin America.

72   The 28-point difference in the DWRAP education score of Uganda (.5) and Ethiopia (.22) is associated with an almost three percentage point increase in the likelihood of being in school and able to write.

*This note was authored by Justine Bailliart (Education Consultant, World Bank) and Kanae Watanabe (Senior Partnership Specialist, World Bank).

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between the de jure and de facto situations faced by refugee children seeking education in those countries.[73]

1951 Refugee Convention

The 1951 Refugee Convention and its 1967 Protocol legally bind signatory countries to "accord to refugees the same treatment as is accorded to nationals with respect to elementary education."[74] These frameworks have fostered a more inclusive global policy environment, encouraging national commitments to refugee education.[75]

See the list of States Parties to the Convention.

1966 International Covenant on Economic, Social and Cultural Rights (ICESCR)

The International Covenant on Economic, Social and Cultural Rights (Article 13) enshrines "the right of everyone to education," which entails that "primary education shall be compulsory and available free to all", that "secondary education in its different forms, including technical and vocational secondary education,

shall be made generally available and accessible to all by every appropriate means", that "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means", and that "fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education". This expansive right reinforces the obligation of States that have signed the Covenant to ensure equitable access to education for all, including refugees.

See the list of States parties to the Covenant.

1989 Convention on the Rights of the Child (CRC)

The Convention on the Rights of the Child establishes in Article 22 that "a child who is seeking refugee status or who is considered a refugee […] shall […] receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention." This includes "the right of the child to education" as set forth in Article 28, which entails "mak[ing] primary education compulsory and available free to all", "encourag[ing] the development of different forms of secondary education, including general and vocational education, mak[ing] them available and accessible to every child", "mak[ing] higher education accessible to all on the basis of capacity by every appropriate means", "mak[ing] educational and vocational information and guidance available and accessible to all children", and "tak[ing] measures to encourage regular

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73 Horsch Carsley, Sarah, and S. Garnett Russell. 2020. "Exploring the Enforceability of Refugees' Right to Education: A Comparative Analysis of Human Rights Treaties." Journal on Education in Emergencies 5 (2): 10–39. https://doi.org/10.33682/xwx5-eau3.

74 Refugee Convention 1951.

75 Global Partnership for Education 2024. "Policy Dialogue Tool: Inclusion of Refugees in National Education Systems". Retrieved at: https://www.globalpartnership.org/node/document/download?file=document/file/2024-06-gpe-policy-dialogue-tool-refugee-education.pdf.

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attendance at schools and the reduction of drop-out rates." The CRC underscores the principle of nondiscrimination, emphasizing that refugee children's educational needs must be addressed on par with those of host-community children.

See the list of States Parties to the Convention.

2016 NY Declaration for Refugees and Migrants

Adopted in 2016 by the UN General Assembly, the New York Declaration for Refugees and Migrants enshrines States' commitment "to provide quality primary and secondary education in safe learning environments for all refugee children, and to do so within a few months of the initial displacement." It emphasizes the importance of providing access to early childhood, primary, and secondary education for children living as refugees.

2016 Comprehensive Refugee Response Framework (CRRF)

The Comprehensive Refugee Response Framework, a key outcome of the New York Declaration, prioritizes access to quality and inclusive education for every refugee child. This collaborative framework involves host and donor countries, UN agencies, NGOs, and other stakeholders to promote sustainable, inclusive education solutions. The CRRF aligns education with broader humanitarian and development goals, recognizing the critical role of education in fostering resilience and long-term self-reliance.

2017 Djibouti Declaration

The Djibouti Declaration on Refugee Education, signed by eight member states of the Intergovernmental Authority on Development (IGAD)—Djibouti, Eritrea, Ethiopia, Kenya, Somalia, South Sudan, Sudan, and Uganda—outlines commitments to integrate refugee children into national education systems by 2020. Although this goal remains unmet, significant progress has been made, with six IGAD member states—Djibouti, Ethiopia, Kenya, Somalia, South Sudan, and Uganda—adopting national action plans on refugee-inclusive education by November 2022.[76] The declaration reflects a regional approach to aligning national systems with international standards for refugee education.

2018 Global Compact on Refugees

Adopted by the United Nations in 2018, the Global Compact on Refugees is a nonbinding framework designed to strengthen responsibility-sharing between host countries and the international community. The Compact highlights education as a priority for refugee inclusion, and outlines four objectives: (a) easing pressure on host countries, (b) enhancing opportunities for self-reliance, (c) expanding access to third-country solutions, and (d) supporting safe and dignified return to countries of origin.

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76 https://igad.int/wp-content/uploads/2022/12/Djibouti-Declaration_IGAD-flyer_Nov22.pdf?utm_source=chatgpt.com.

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Global Refugee Forum (GRF)

The **Global Refugee Forum**, held every four years, serves as the platform for implementing the Global Compact on Refugees. It convenes diverse stakeholders, including UN Member States, NGOs, the private sector, academia, and refugees themselves, to discuss challenges and identify actionable solutions for refugee education. At the 2023 GRF, there was a multistakeholder pledge Toward a Shared Responsibility to Uphold the Right to Education and Include Refugee Children in National Education Systems, which was signed by host governments, UN Agencies, the World Bank, and others. In this pledge, host governments committed to host refugee children in their national education systems.

National legal and policy frameworks for refugee inclusion

In each country, the legal environment for refugee student inclusion in national education systems will be determined by general policies on refugees alongside education-specific policies. General legislation and policy on refugees (and asylum-seekers) typically cover five core areas that have an impact on access to education.[77]

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77 World Bank; with Christopher W. Blair, Guy Grossman and Jeremy M. Weinstein. 2024. "Dataset of World Refugee and Asylum Policies." World Bank Development Data Hub.

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Table P1. Five core areas that have an impact on access to education

Core area	Description	Policy strands	Relevance to refugee education
Access	Ease of entry and security of legal status.	(a) Accessing (and retaining) the status of refugee; (b) Imposing control on the refugee population; (c) Protecting and reuniting families; (d) Offering recourse in the event of negative status decisions.	Legal status can determine refugees' eligibility to enroll in national education systems. Family reunification can stabilize children's schooling.
Services	Provision of public services.	(a) Accessing education; (b) Accessing aid and social security; (c) Accessing health care, taking into account costs and any eligibility restrictions.	Access to education services directly affects the inclusion of refugees in national systems. Health and social services support children's ability to attend and succeed in school.
Livelihoods	The right to work and own property.	(a) Owning movable/immovable/intellectual property (b) Accessing land plots (c) Accessing employment, including professional and self-employment.	Parents' or guardians' ability to work and earn affects their capacity to support children's education, pay fees, and provide learning materials.
Movement	Policies related to encampment or freedom of movement.	(a) Living in settlements and (conditional) right to free movement (b) Granting travel and identity documents.	Freedom of movement affects access to schools, especially for children living in settlements far from educational facilities. Identity documents are often required for school enrollment.
Participation	Access to citizenship and political rights.	(a) Accessing citizenship through legislation, birth, marriage, years of residency (b) Granting political rights, including voting and association.	Citizenship often removes barriers to accessing public education and ensures long-term stability for students. Lack of political rights can limit advocacy for educational inclusion.

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Turning now directly to education services, each of the following types of legislation or policy has a key function:

Table P2. Key types of legislation for refugee education

Type of legislation	Relevance to refugee education
Constitutional Provisions	Constitutions that guarantee the right to education without discrimination lay the groundwork for inclusive education systems benefiting refugees.[78]
Refugee (or Asylum) Legislation	National refugee laws can protect refugees' rights to access public services, including education.
Education Acts	Education-specific laws can mandate the inclusion of refugees in national education systems.
Inclusive Education Policies	Policies promoting inclusive education can address the needs of marginalized groups, including refugees.
Child Protection and Anti-Discrimination Laws	These laws safeguard refugee children from exclusion, exploitation, or discrimination in educational settings.
Education Response Plans	These plans are designed to improve access to quality learning for refugee and host-community children, often in emergency contexts. They can include specialized services such as accelerated education programs, vocational and life skills training, and psychosocial support.

78   https://www.worldpolicycenter.org/constitutional-equal-rights-of-migrants-and-refugees.

In practice, models of education service delivery for refugee children vary widely across countries. An analysis of refugee education rights in 48 low- and middle-income countries hosting over 10,000 refugees reveals the following:

▸ **54 percent** of host countries **have no official restrictions** on refugee education.

▸ **35 percent impose partial restrictions**, such as documentation barriers, second-shift schools, or different policies for primary versus secondary education.

▸ **10 percent have complete restrictions**, prohibiting refugees from accessing formal schooling.[79]

For implementing teams seeking to understand the legal framework and policy environment governing refugee education in specific countries, the Dataset of World Refugee and Asylum Policies (DWRAP) is an essential resource. The dataset was developed by the World Bank-UNHCR Joint Data Center on Forced Displacement and provides a comprehensive resource for analyzing national-level laws affecting refugees, covering 205 countries from 1951 to 2022.

79   Dupuy, Kendra, Júlia Palik, Gudrun Østby. 2022. No right to read: National regulatory restrictions on refugee rights to formal education in low- and middle-income host countries. International Journal of Educational Development 88 (102537).

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DWRAP covers the following educational aspects:

- ▶ **Elementary Education:** Is access to primary or preprimary education guaranteed?

- ▶ **Higher Education:** Are secondary and post-secondary education rights specified?

- ▶ **Affirmative Action:** Are there provisions for affirmative action to facilitate refugee admission?[80]

- ▶ **Religious Education:** Does the policy guarantee the right to religious education?[81]

- ▶ **Language Training:** Are language programs available to support integration?

- ▶ **Vocational Training:** Is access to vocational and skills training ensured?

DWRAP also offers a Stata dataset, a Technical Guidebook, and an interactive dashboard.

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80 Affirmative action policies are essential for refugee education as they address systemic barriers by prioritizing access for marginalized groups, such as refugees, providing targeted support, and reducing inequalities.

81 Religious education is essential for many refugee populations because it can serve as a cornerstone of cultural and social identity in the face of displacement. Additionally, religious education can be the most accessible and affordable form of schooling available to refugees, particularly in contexts where formal education systems are overwhelmed or under-resourced (see ERICC Policy Brief).

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PRIMER 3: Primer on Window for Refugee and Host Communities*

The Window for Host Communities and Refugees (WHR) is a dedicated financing instrument that supports operations that promote medium- to long-term development opportunities for refugee and host communities in eligible IDA countries. The main goals of the WHR are to support refugees and refugee hosting countries in (a) mitigating the shocks caused by inflows of refugees; (b) creating social and economic development opportunities [for refugee and host communities]; (c) facilitating sustainable solutions to protracted refugee situations through sustainable socio-economic inclusion of refugees in the host country and their return to the country of origin; and (d) strengthening country preparedness for increased or potential new refugee flows.

To date, 21 countries have been granted eligibility to the WHR[82] and around half of these have accessed WHR financing for education projects or interventions. process, teams from the Education Global Practice may make the Country Management Unit (CMU) aware of interest in an educational project, or join the World Bank/UNHCR assessment mission. For countries already

For countries where WHR eligibility has not yet been established, please refer to Annex 3B for guidance on the application process.

granted eligibility, education teams may approach the CMU for WHR financing either as a stand-alone operation or as additional financing for an existing one.[83]

WHR eligibility requirements

To be eligible for support under the window, IDA countries must:

1. **Host at least 25,000 refugees** (or 0.1 percent of the population), according to UNHCR data.

2. **Adhere to an adequate protection framework** for refugees, as determined by the World Bank in consultation with UNHCR.

3. **Have in place a clear strategy or action plan acceptable to IDA** that describes the concrete steps, including possible policy reforms, that the country will undertake toward long-term development solutions that benefit refugees and host communities.

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82 Bangladesh, Benin, Burkina Faso, Burundi, Cameroon, Chad, Republic of Congo, Democratic Republic of Congo, Djibouti, Ethiopia, Kenya, Liberia, Mauritania, Niger, Pakistan, Rwanda, South Sudan, Uganda, Togo, and Zambia.

83 For details on WHR allocations and processes, please see Annex 3C.

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WHR allocation: Key points

▶ **The CMU in each country decides how its WHR allocation will be used nationally.** When entering negotiations with the Director of Strategy and Operations (DSO) on its allocation, the CMU will likely have some understanding of how it will use its allocation. As such, it is essential that the CMU's interest in using the Window to fund inclusive education projects (or any other project) is gauged early, as well as the Government's.

▶ Once the CMU has agreed for a project to use WHR financing, the team should work closely with the FCV group, and Development Finance (DFi), Operations Policy and Country Services (OPCS) and Legal teams to **ensure the requirements of the window are met in accordance with the WHR guidelines.**[84]

▶ **Board approval is required** for all operations seeking funding under the WHR.

▶ All operations are expected to **support both refugees and host communities.**

▶ Each specific operation seeking funding is encouraged to **plan for a minimum of US$5 million** of WHR financing, to minimize transaction costs and allow programming at a certain scale.

▶ Although all WHR-eligible countries can receive grants from the WHR, the **amounts will vary**, depending on the country's situation.

▶ Each WHR project **requires a contribution from the country's IDA allocation** (that is, its pre-allocated IDA funding) of a minimum of 10 percent of the project's budget,[85] meaning the WHR may finance up to 90 percent of an eligible operation. This is determined/discussed at country-level with the Government and Bank country team before each project.[86]

Lessons from education projects that have benefited from the WHR: A Reference Resource for Facilitating Dialogue with Governments and preparing PADs

The WHR Project Indicators List is an Excel document that provides a summary of previous projects accessing WHR financing for education interventions including country recipients, project names, project IDs, lending instruments, financing amounts, interventions and results indicators. Below are recommendations

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84 More details on processing steps are provided in the IDA20 Window for Host Communities and Refugees Guidelines, which includes a 'Checklist of Common Issues that Arise During the Clearance of Project Documents for WHR Operation'.

85 Please note that this condition may change for IDA21.

86 The only exception to this rule is if a host country experiences a sudden massive inflow of refugees, classified as either at least 250,000 new refugees or at least one percent of the country's population, within a 12-month period. In this instance, the 10 percent country allocation is waived and is provided as IDA Grants. Under this situation, host countries are also eligible to receive 100 percent of the WHR finance as IDA Grants for new operations. Operations that have already been funded remain under their previously agreed terms.

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on how to use this resource to inform Project Appraisal Document (PAD) preparations and facilitate dialogue with counterparts:

▸ **One-Stop Refugee-Education Reference for Project Preparation:** Task teams can use this easily accessible resource as a comprehensive reference document when preparing a project document on refugee education. It is particularly beneficial if the project being designed targets a specific country or region, as it provides a snapshot of the context, interventions, and results indicators included in similar projects.

▸ **Tailoring Project Design:** The intervention areas and indicators list included in the resource can help teams customize the project design to address country-specific challenges and relevant interventions. The document provides key measurable indicators, grouped by intervention areas (for example, Access, Quality, Governance, Teachers). By reviewing these existing interventions and indicators, teams can save time and enhance project learning. Annex 3A provides an examples with hyperlinks to the resource.

▸ **Peer Learning and Knowledge Sharing:** The resource provides a comprehensive list of operations which include certain interventions. Teams interested in including similar interventions in their projects can reach out to Task Team Leaders (TTLs) of existing operations to learn about the challenges, delivery modalities, risk mitigation measures and so on. For instance, if a team is exploring the use of conditional cash transfers to improve refugee student attendance, they can reach out to task teams in Bangladesh and Ethiopia. Or if a team would like to understand the different modalities of delivering school meals, they could reach out to task teams in Bangladesh, Kenya and Burundi.

▸ **Understanding Financing Needs:** The financing information in the resource is useful for understanding the scale of financial investment required for refugee education projects. By analyzing similar initiatives in other countries, teams can leverage the financial and project scope data to benchmark their project against existing ones and estimate the budget needed for their own initiatives.

Getting Started: Some useful guidance on integrating refugee children into national education systems

Clarify intentions

1. High level **political commitment** that refugee children can and will be educated within the national education system.

2. **Policy development** by Ministry of Education to outline the degree of integration anticipated, a strategic pathway toward that integration and the position to be taken on all the steps below.

3. **Inclusion of refugee education** within National Education Sector Strategy.

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Gather baseline data

4. **Mapping of current refugee education system including:** number of pupils at which grades and projections of future numbers; attainment and access data; number of teachers; number of schools and classrooms and their spatial distribution; current delivery mechanism (NGOs, private sector); numbers of refugees already attending host-community schools; current financing arrangements and budget for provision of services; current interventions supported by other WB projects, other development partners and humanitarian agencies; profile of refugee children and their specific vulnerabilities (such as challenges of attending school, barriers to accessing school by girls—cultural and physical)

Identify interventions to support integration of refugee children into national education systems

5. **Review list of interventions** supported by existing WHR-financed operations. The INSPIRE WHR Project and Activity List compiles information from 15 WHR-financed World Bank education projects. The "Interventions" worksheet provides information on whether projects include interventions related to: (a) access, (b) student-directed quality of education, (c) teacher-directed quality of education, (d) teacher training and capacity building, (e) decentralized financing and management, (f) community engagement and participation, (g) data and assessment systems, (h) gender, (i) TVET, skills and jobs, and (j) government capacity strengthening. The "Indicators" worksheet lists indicators that teams have incor-

porated in their Result Frameworks covering the ten areas listed above.

6. **Identify interventions that are contextually relevant** in consultation with the government (Ministry of Finance, Ministry of Education, specialized ministries responsible for refugee welfare, subnational authorities), other development actors, humanitarian partners, and NGOs.

7. **Consult with other TTLs**, as required.

Financing

8. Create a **financing plan** for the policy, including potential inputs from government, development and humanitarian financing, with incentive structures for performance-based achievement of inclusion.

Prioritization

9. Create an **implementation plan** that outlines the order and prioritization of agreed steps, and that could be tested through piloting before scale-up.

Preparedness

10. High-level **government agreement** that relevant approaches and steps will be incorporated into the design of a refugee emergency program.

11. **Early involvement of development actors** to ensure that inclusion is programed and planned at the early stages of any new refugee emergency response.

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Annex 3A: WHR Refugee-Education Projects Grouped by Intervention Areas

Intervention areas	Country projects and PADs
Access Enrollment in schools, accelerated programs, informal learning centers; provision of school kits, school meals, scholarship; classroom construction; certification of prior learning	**Pakistan** Khyber Pakhtunkwa Human Capital Investment Project (P166309) **Uganda** Secondary Education Expansion Project (P166570)
Quality of education (student-directed) Remedial programs; resourcing of classrooms; provision of teaching and learning materials (TLMs); mental health and psychosocial services (MHPSS); and social and emotional learning (SEL) services	**Bangladesh** Inclusive Services and Opportunities for Host Communities and Displaced Rohingya Population (P500727) **Democratic Republic of Congo** Transforming the Education Sector for Better Outcomes and Results (P179410)
Quality of education (teacher-directed) Teacher deployment, recruitment, retention; share of schools with state-paid teachers; Establishment of CPD system	**Kenya** Primary Education Equity in Learning Program (P176867) **Niger** Learning Improvements for Results in Education Project (P168779)
Teacher training and capacity building Pre- or in-service training; pedagogical, ICT, STEM training; digital skills; requalification of camp-based teachers; integration of teachers into national teacher professional development (TPD) systems	**South Sudan** Building Skills for Human Capital Development in South Sudan Program And Additional Financing (P178654 ; P181681) **Burundi** Human Capital Development Project (P180925)

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Intervention areas	Country projects and PADs
Decentralized financing and management School grants for inclusion of refugee students; transition of schools to national curriculum; transferred of school management to MoE	**Ethiopia** GEQIP-E for Refugee Integration (P168411) **Cameroon** Education Reform Support Project (P160926)
Data and assessment systems Student learning assessment conducted; refugee data in EMIS integrated; dashboards published with disaggregated data	**Kenya** Primary Education Equity in Learning Program (P176867) **Cameroon** Education Reform Support Project (P160926)
TVET, skills & jobs TVET enrollment; skills certification; short-term trainings; grants to employers for apprenticeships, internships; start-up grants	**Burundi** Skills for Jobs: Women and Youth Project (P164416) **Djibouti** Skills Development for Employment Project (P175483)
Government capacity strengthening Contingency plan training; strengthening fiduciary transparency; grants for improved governance	**Niger** Learning Improvements for Results in Education Project (P168779) **Ethiopia** Human Capital Operation (P172284)

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Annex 3B: WHR Application Process

There are seven main steps for processing a WHR application. The application process can take from three to six months and is the joint responsibility of the Fragility, Conflict and Violence (FCV) Group, the Task Team Leader (TTL), and the Country Office. The UNHCR supports the World Bank by conducting a refugee protection assessment (RPA) and taking part in the dialogue with government.

The seven-step process:

1 | **The government submits a formal request to access WHR financing.**

The request is sent to the Country Manager, who relays this information to the FCV Director.

2 | **The FCV Director requests that a Refugee Protection Assessment (RPA) be conducted by the UNHCR.**

It is preferable to have the draft RPA before holding the assessment mission (Step 3), as this would provide guidance on some of the key areas to explore. The task team conducts preliminary upstream work to assess the need for WHR support.

3 | **A joint WB/UNHCR eligibility mission takes place.**

Generally, the FCV Country Coordinator and the Forced Displacement team organize and lead this joint assessment mission.[87] The mission team prepare a draft WHR eligibility note for discussion with the Country Management Unit (CMU) upon mission completion.[88] If the CMU already has an indication regarding what project(s) could benefit from the WHR, the TTL(s) join the assessment mission. The CMU, in consultation with government, recommends projects for WHR financing. TTLs working on education projects can make a case for education projects to be considered.[89] Following the assessment mission, an Aide Memoire outlining the main steps for eligibility is

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87   The objectives of the mission are the following: (a) discuss with government counterparts the broader development considerations linked to hosting refugees as well as the overall context and refugees' welfare and inclusion in the host country's systems; (b) hold consultations with the government, CMU and other stakeholders on how WHR resources could be used to help the government support medium-term social and economic development for host communities and refugees, including implementation of policy reforms; (c) explain the goals and requirements of WHR, both for initial and ongoing eligibility; and (d) meet with key development, humanitarian, bilateral, and civil society partners as well as with refugees and host communities, including through a field visit to refugee hosting areas.

88   Further guidance on the eligibility note can be found in Annex: Template for WHR Eligibility Note (retrieved from the FCV IDA20 Window for Host Communities and Refugees).

89   The joint WB/UNHCR assessment mission as part of the WHR process could further government commitment to address the issue. In most countries, the dialogue on the WHR involves the Ministry of Finance, so the Ministry of Education should also be included.

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prepared and shared with government. It is important to highlight to government counterparts at this stage that a key feature of the financing mechanism of the WHR is that funding is directed through a WB-financed project.

4 | **The team supports the government with developing its strategy or action plan for the socio-economic integration of refugees and host communities.**

This strategy does not need to have a detailed program but should describe key policy changes, if any, priority areas where an urgent response is needed, and medium- to long-term responses to support economic inclusion and build social cohesion between host communities and refugees.

5 | **The WHR eligibility note, the revised RPA, and the government's strategy are submitted to the World Bank for review.**

It should be noted that there is also an internal process within the World Bank that concludes with authorization from the regional Vice President's office.

6 | **The eligibility package is submitted to the Board of Directors for a final decision by the World Bank's Executive Directors.**

7 | **The selected project's TTL makes a request for additional financing to tap into WHR financing or includes the WHR financing in the design of the project.**

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Annex 3C: WHR Allocations

WHR resources grew under IDA20, with the WHR envelope now US$2.4 billion, increasing from US$2.2 billion under IDA19 and US$2 billion under IDA18. At the beginning of an IDA cycle, each region receives an indication of the allocation amount that it will receive from the WHR. These indicative regional allocations are based on the number of UNHCR-registered refugees and people in refugee-like situations in the relevant countries eligible for the WHR. Notional allocations for each country are then made based on the number of refugees in each country, with the Director of Strategy and Operations in each regional office making decisions on specific-country allocations through discussions with CMUs (held on an ad hoc basis). Any WHR allocation is additional to the country's IDA Concessional Country Allocation.

At the beginning of the fiscal year, all Country Managers will be informed by IDA's DFi of their allocations under the IDA cycle. If a CMU wishes to access more funds through the WHR, it will need to re-enter negotiations with the Regional Director of Strategy and Operations Front Office.

Each WHR-eligible country receives a minimum indicative allocation of US$10 million, with the allocation capped at US$500 million during the IDA20 cycle. Each specific operation seeking funding is encouraged to plan for a minimum of US$5 million of WHR financing, to minimize transaction costs and allow programming at a certain scale.

II.

Refugee Inclusion Intervention Repository

The INSPIRE Refugee Inclusion Intervention Repository

The INSPIRE Repository features on-ramp interventions that scaffold refugee inclusion, building systems and capacities and providing support so that refugee students can learn alongside their peers in host communities. Section 6 of the Guidance Note presents the universe of policies and programs that can move countries toward the goal of increased inclusion of refugees in national education systems. This Repository curates four-page notes for a subset of these interventions, selected for their relevance to implementing teams. The Repository will be periodically updated to include new intervention notes, and existing notes will be revised should more information become available. If you would like to suggest an intervention note for the next Repository update, reach out to Kanae Watanabe (kwatanab@worldbank.org) and Peter Holland (pholland@worldbank.org).

The notes in the Repository provide information relevant to the design and implementation of the interventions (design considerations, costing estimates, material and human resource requirements, evidence on impacts where available). This information can also help practitioners think through host government capacity to implement interventions, and whether additional technical assistance or implementing partners are required for effective implementation. The notes conclude with

links to implementation or evaluation reports, and individuals or organizations with expertise who can offer support to teams interested in incorporating these activities in projects.

Recognizing that host countries are at different stages and have varying aspirations for inclusion, the Repository provides a menu of interventions to allow for customization in program design. Intervention notes are grouped into categories based on whether they address: (a) the policy/financing environment, (b) schools, (c) students, or (d) monitoring and evaluation.

> If you would like suggestions for interventions that might be relevant given your country context, please refer to Table 2 in Section 6 of the Guidance Note.

Interventions menu

Addressing the Policy/Financing Environment

Strengthening Identification Documentation Systems

Supporting Schools

Increase School Capacity Through Double-Shift Systems as a Temporary Measure

Train Teachers and School Staff in Promoting School Safety

Engage Refugee Teachers to Support Host-Country Education Systems

Provide Teacher Professional Development (TPD) for Educators of Refugee and Host-Community Learners

Support the Well-Being of Teachers in Emergency Settings

Place Students Into Appropriate Grade Levels Through Recognition, Validation and Accreditation of Prior Learning (RVA)

Supporting Students

Organize Back-to-School (BTS) Campaigns

Provide Cash Grants to Support Education for Refugee Children

Distribute School Kits or In-Kind Support

Extend School Health and Nutrition (SHN) Programs

Provide Remedial or Catch-up Programs

Offer Accelerated Education Programs (AEPs) for Out-of-School Children and Youth

Strengthen Psychosocial Support and Socio-Emotional Learning for Students

Use Adaptive EdTech Solutions for Foundational Literacy and Numeracy Skills

Monitoring and Evaluation

Include Data on Refugee Students in Education Management Information Systems (EMIS)

Include Refugees in National Data Systems

Suhaib Attar, Jordan. *untitled*, 2018.
Acrylic on corrugated metal. World Bank permanent collection, PN 2108291

Suhaib Attar is an Amman-based artist, who covers the local buildings with angular colorful designs. Some show animals, some show humans, some are purely decorative, and some of them have a story. Place of Birth: Amman

Strengthen Identification Documentation Systems*

Primary aim
Strengthening identification documentation systems that allow refugees freedom of movement and access to education

Target groups
All refugees without identification

Intervention implementation parameters

$	**Cost**	Varying depending on the country and needs. See World Bank's Understanding Cost Drivers of Identification Systems
	Human resources	Enrollment staff, central administrative operations, IT operations staff, resident support staff
	Additional resources/ materials	Central IT infrastructure, physical establishments, enrollment IT infrastructure, information, education, and communications materials
	Duration and frequency	Continuous registration
	Delivery modality	Delivered to refugees through the national identification and registration authority, usually in person
	Implementing agencies	UNHCR, UNICEF, National Commission for Refugees, National Agencies for Secure Documents, Ministry of Education, Ministry of the Interior

Overview

In 2023, 51 percent of school-age refugee children were not enrolled in school, with lack of access to documentation being a significant causative factor.[1] Indeed, many countries require proof of legal status to enroll in the national education system and to receive certification of studies. The most frequently required documents are birth certificates, identity and residency documents; furthermore, in most cases, education-specific documents, such as proof of prior learning, are also required (see note on recognition, validation and accreditation of prior learning).[2] Yet refugees may no longer have these documents following displacement.[3] Facilitating access to identification documentation for refugees aligns with international human rights standards and is crucial for ensuring their access to rights, protection, services, and opportunities, including education, freedom of movement, and employment.

1   Norwegian Refugee Council. 2021. Documentation for education: addressing documentation requirements for displaced children and youth to access education.
2   Depending on the country and educational levels, different identification documents and proofs of prior learning might be required to support access to education.
3   Norwegian Refugee Council. Documentation for education.

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* This note was authored by Justine Bailliart (Education Consultant, World Bank).

For governments overseeing forcibly displaced populations, an unmanaged influx of undocumented individuals raises security concerns, and impacts public service provision and economic stability. Robust identification and registration systems can help mitigate these potential disruptive effects. Efficient registration—unlike surveys—provides verified, real-time data that can then inform targeted interventions to address registered individuals' needs, allocate adequate resources to affected local authorities, including for service provision, and enhance accountability and efficient resource utilization in the refugee response. Additionally, death registration is vital for identifying and preventing potential epidemics of communicable diseases.

Chad offers an example of an identification system that responds to refugee needs.[4] The country grants prima facie refugee status to individuals from Sudan, the Central African Republic, and Nigeria, while those from other countries must apply for refugee status on an individual basis. Initially, asylum-seekers receive a provisional certificate, which is followed by the issuance of a Refugee ID Card upon status determination. UNHCR collaborates with the National Agency for Secure Documents (ANATS) to provide essential documentation for forcibly displaced persons, including birth registration and identity documents.

Registration is conducted jointly by the Commission Nationale d'Accueil et de Réinsertion des Réfugiés et des Rapatriés (CNARR) and UNHCR, using the Profile Global Registration System (ProGres) for identity management. This system collects vital data, including

biometric information, status determination, and demographic details; however, this information is not incorporated into the Chadian civil registration system.

According to Law 13 on Civil Status (2013), civil registration is mandated for children born to non-nationals, enabling refugee children to obtain birth certificates and thus be included in the national system. The Constitution and Law 27 grant refugees the right to education under the same conditions as nationals, allowing them equal opportunities for promotion between grade levels. Refugees use their ProGres number to register for the lower secondary examination, known as the Brevet d' Études Fondamentales (BEF), which is necessary for entry into upper secondary education.

Key considerations

The host government is primarily responsible for determining refugee status and issuing identity papers. In practice, this can either be a joint responsibility or fully delegated to UNHCR, particularly in fragile states or countries not party to the 1951 Refugee Convention.

There are three broad scenarios:

▶ **Robust Identification Systems:** Governments with effective identification systems issue identity cards to refugees based on their registration data, either maintained by the government or jointly with UNHCR.

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4   UNESCO and UNHCR. 2023. Paving pathways for inclusion: Toward evidence-based policy-making for refugee education.

▶ **Jointly Issued ID Cards:** Refugees receive ID cards co-endorsed by UNHCR and the government, based on either UNHCR or joint registration and refugee status determination procedures.

▶ **Emergency Situations:** In crises, refugees may only receive entitlement cards or letters confirming their status. Individual ID card issuance resumes after stabilization and verification processes.

While UNHCR supports national governments in issuing identity papers, UNICEF is the principal UN agency responsible for delivering assistance for birth registration.

The identification needs of refugees and migrants require greater attention and coordination from the international community. Any programs implemented by international agencies and donors should be approached thoughtfully, considering long-term implications. Hasty implementation could create additional risks for refugees and lead to low-quality identification systems, resulting in future identification crises. In addition to technical challenges, there are several roadblocks for identifying refugees, including: (a) resistance from governments seeking to limit access to national documentation, (b) reluctance on the part of refugees and migrants to be identified, and (c) issues related to human trafficking and fraudulent documentation.

UNHCR has developed a Guidance Note on Registration and Identity Management, covering all phases of displacement and various operational contexts. Key steps include:

1 | **Working with governments and other partners**

2 | **Planning and preparing registration and identity management systems**

This module includes: (a) understanding the operational context, (b) designing a registration strategy, (c) picking accessible registration sites, (d) defining what data will be collected, (e) developing standard operating procedures (SOPs) for registration, (f) designing registration tools, (g) organizing staffing and training, and (h) preparing the infrastructure.

3 | **Communicating with communities about registration**

A two-way process of giving refugee communities access to information and eliciting feedback, communication includes information campaigns to prepare a population for a specific registration activity, as well as the ongoing communication activities that support continuous registration. An appropriate diversity of communication channels must be considered to ensure all individuals have the information they need to participate in an informed way in registration activities.

4 | **Implementing registration within an identity management framework**

This module includes: (a) setting up reception desks, (b) conducting registration interviews as a key identity management process, (c) issuing documentation, and (d) setting up file management processes.

5 | Conducting emergency registration

A refugee emergency demands rapid registration efforts within seven days of an initial influx. The operation needs to plan for continuous registration from the outset of the emergency and identify the resources this activity will require. In particular, the registration of new births occurring during and after the emergency phase should be assured.

6 | Managing registration data

This module provides guidance on how to effectively use and analyze registration data at the individual, group and population levels.

7 | Implementing continuous registration and verification processes

Continuous registration is the continuous verifying and updating of records as part of day-to-day registration and case management activities. Verifications (verification exercises) are a time-bound registration activity in a defined area and/or for a specific population and consist of verifying and updating individual registration records and potentially collecting additional information. In general, continuous registration is preferable to verification exercises as a methodology for updating records.

Implementation examples and resources

Countries	138 countries in 2023, including Chad, Hungary, Iraq, Jordan, Lebanon, Moldova, Poland, Sudan, Türkiye, and Ukraine, (UNHCR operations)
Examples at scale	In Azerbaijan, Bangladesh, Brazil, Ecuador, Ethiopia, Rwanda, Poland, and Thailand
Evaluation results	Not available
Information links	UNHCR Guidance on Registration and Identity Management Manby. World Bank Identification in the Context of Forced Displacement
Area experts	World Bank ID4D Initiative: id4d@worldbank.org UNHCR PRIMES: PRIMES_support@unhcr.org

Increase School Capacity Through Double-Shift Systems as a Temporary Measure*

Primary aim
Expanding school capacity while limiting costs to improve education access in the short term

Target groups
Refugee and host-community learners

Intervention implementation parameters

Cost	Cost per student is often not transparent or publicly available; estimates may be based on host-community per student costs;[1] double-shifting may lead to higher maintenance costs and reduced lifespan[2] of facilities and equipment; additional costs associated with differential needs (such as language, psychosocial support)	
Human resources	Increased facilities & maintenance staff, increased school leadership and administration support, additional teachers and/or assistant teachers	
Additional resources/ materials	Teaching and learning materials, WASH materials, potential depreciation of school resources (textbooks, technology devices, furniture), training for teachers and other education personnel	
Duration and frequency	While presented as a temporary measure, double-shift schools can last for decades and may require long-term planning	

Delivery modality	Existing public schools where more spaces are needed
Implementing agencies	Ministry of Education supported by UN, NGOs, civil society

Overview

In a double-shift system, one school caters for two entirely separate groups of pupils during a school day. Each group uses the same buildings, equipment, and other facilities.[3] Double-shift policies are often used in refugee-hosting contexts to quickly expand school access while limiting costs.[4]

1 World Bank and UNHCR. 2021. The global cost of inclusive refugee education. World Bank Group.
2 Linden, T. 2001. Double-Shift Secondary Schools: Possibilities and Issues. Secondary Education Series. World Bank.

3 Bray, M. 2008. Double-shift schooling: Design and operation for cost-effectiveness. UNESCO-IIEP.
4 Culbertson, S., et al. 2016. Evaluation of the emergency education response for Syrian refugee children and host communities in Jordan. RAND Corporation.

*This note was produced by the ERICC Helpdesk, with Arianna Pacifico as lead author, and Jeffrey Dow and Danni Falk as quality and technical review.

Economic savings from double-shift schools are of three main types: (1) capital savings (including land, buildings, school equipment, libraries, and other school facilities); (2) recurrent savings, for example, if policies adjust teacher salaries for extended work hours at a lower rate, or when administrative costs increase at a slower rate than enrollment (as is typical); (3) time and labor (given the shorter length of the school day, the opportunity cost for teachers and students may be lower).[5] In addition to expanding access, double-shift schools may reduce overcrowding, address teacher shortage issues by having teachers work multiple shifts, increase teacher salaries (given the additional workload), and allow learners who cannot afford to spend the whole day in school more time for income-generating activities.[6]

Double-shift schooling models vary widely depending on the context.[7] However there is little research on what models work best to expand access to quality inclusive education, especially in contexts of refugee shocks where education systems need to rapidly expand their capacity.

▶ **'End-on' shifts:** This is the most common double-shift system in which one group is in class in the morning, and another group replaces it in the afternoon (first ends; second follows on; no overlap). This model may provide the opportunity for differentiated instruction across refugee and host-community learners. For example, in Lebanon, Lebanese children study some subjects in English or French during morning sessions while Syrian children are taught in Arabic in the afternoon.

▶ **Overlapping shifts:** Groups arrive and leave at different times during the day but can be at school at the same time.

▶ **Variation of school week length:** When double-shift schooling is implemented in a school, students can study on Saturdays. They have almost the same number of hours in class as children in single-shift schooling.

▶ **Shared teachers:** In some systems, the two groups are taught by the same teachers, but in other systems, they are taught by different teachers. In cases where second shifts are taught by teachers with reduced qualification standards, concerns are likely to be raised about education quality for refugee learners. If the same teachers teach both shifts, the system must ensure that they are adequately compensated, are not overworked, and have time to prepare for classes.

▶ **Shared level of education:** Some double-shift systems gather several levels in both shifts (in the case of end-on systems). There is some evidence that afternoon shifts increase learning outcomes for secondary school learners due to adolescent sleep patterns.[8]

5   Bray, M. 1990. The Quality of Education in Multiple-shift Schools: how far does a financial saving imply an educational cost? *Comparative Education*, 26(1), 73–81.

6   Bray, M. 2008. Double-shift schooling: Design and operation for cost-effectiveness (Third edition). Commonwealth Secretariat.

7   UNESCO-IIEP. (n.d.). UNESCO Policy Toolbox: Double-shift schooling.

8   de Arruda Raposo, I. P., dos Santos, A. L., de Menezes, T. A., and Bezerra, A. F. S. 2023. Effects of School Shift Change on Sleep and Academic Performance: A Quasi-Experimental Evaluation for Adolescent Students in Brazil. *Journal of Education and Training Studies*, *11*(2), 49–61.

Key considerations

Although the double-shift approach is widely used in crisis and refugee contexts, rigorous research is limited[9] and qualitative studies show mixed evidence about its effectiveness. The following points synthesize existing research and evidence related to double-shift schools in refugee-hosting national education systems:

1 | Ensuring education access

Double-shift schools have the potential to rapidly increase the number of available spaces in schools, provide refugees with certified and credentialed education, and renew attention to public education in ways that may better support all students in the country. At the same time, refugees may not feel comfortable sending their children, especially girls, to school in the evening, or if schools are located far from where they live.[10] In Jordan, qualitative research based on interviews with Syrian students found that going to school in the evenings or on weekends made them feel easily identified as refugees and therefore easy targets for bullying and harassment,[11] which was cited as a key reason why they were unlikely to continue their education.[12]

2 | Sustaining education quality

In refugee-hosting contexts, concerns have been raised regarding compromises in education quality in double-shift schools due to reduced instruction time, limited extracurricular activities, and overworked or underprepared teachers.[13] Teachers risk exhaustion owing to extended teaching obligations, and burnout, which is more severe when teachers are not provided with the skills or professional development necessary to manage changing classroom dynamics.[14] Challenges to education quality may not impact both shifts equally. In Lebanon for example, afternoon ('second shift') schools for refugee students offer a reduced Lebanese curriculum, have less instruction time, and are run by Lebanese teachers with fewer qualifications, on lower pay.[15]

9   Burde, D., Guven, O., Kelcey, J., Lahmann, H., and Al-Abbadi, K. 2015. *What works to promote children's education access, quality of learning and well-being in crisis-affected contexts: Education rigorous literature review*. UK Department for International Development (DfID).

10   Human Rights Watch (HRW). 2016. "We are afraid for their future": Barriers to education for Syrian refugee children in Jordan.

11   Salem, H. 2021. Realities of School 'integration': Insights from Syrian refugee students in Jordan's double-shift schools. *Journal of Refugee Studies*, *34*(4), 4188–4206.

12   Morrice, L. and Salem, H. 2023. Quality and social justice in refugee education: Syrian refugee students' experiences of integration into national education systems in Jordan. *Journal of Ethnic and Migration Studies*, *49*(15), 3856–3876.

13   For example, see: Culbertson, S., et al. 2016. Evaluation of the emergency education response for Syrian refugee children and host communities in Jordan. RAND Corporation.

14   Adelman, E., Chopra, V., and Dryden-Peterson, S. 2019. Including and educating Syrian refugees in national education systems—the case of Lebanon. Global Education Monitoring Report. UNESCO.

15   Shuayb, M., Crul, M., and Lee, F. 2022. The consequences of education in emergency for Syrian refugee children in Turkey and Lebanon. In Suárez-Orozco, M. and Suárez-Orozco, C, (eds). Education: A global compact for a time of crisis (pp. 97–117). New York Chichester. Columbia University Press.

3 | Social cohesion and integration of refugee and host-community learners

In some refugee-hosting contexts, the morning shift is primarily attended by host-community learners while the afternoon or 'second' shift is mainly for refugee learners. This has raised concerns, for example in Lebanon, that the system misses opportunities for social connection.[16] If perpetuated, the system has the potential to create a population that is separated from the rest of the community, in receipt of lower quality services, unable to access meaningful employment or educational advancement.[17] By contrast, research from Jordan suggests that double-shift schools with predominantly host-community students in the morning and refugee students in the afternoon can support social integration across groups.[18] In some cases, creating a second shift for refugees can address short-term social cohesion issues, and serve, at least temporarily, to allay host-community members' misgivings about a decline in educational quality caused by the refugee influx.

4 | Education equity concerns

While some have noted that double-shift systems can greatly contribute to social equity, given higher enrollment,[19] others have highlighted that this requires that double-shift systems be operated in poor and wealthy communities equally.[20] There is limited empirical evidence, but it appears that double-shift schools generally serve poorer or disadvantaged populations,[21] and unfortunately have the potential to negatively affect the quality of education for refugee and vulnerable host-community learners alike. In some cases, double-shift schools may in effect facilitate and increase child labor. A study from Gambia found that double-shift schools led to the intensification and increased appropriation of surplus value from girls' household and farm labor given their morning availability (more free time meant more labor—not more study—and reinforced gender inequality).[22]

5 | Transition away from double-shift systems toward long-term models

Double shifts are often presented as temporary measures to quickly expand access[23] but usually double-shift schools last for

16 Adelman, E., Chopra, V., and Dryden-Peterson, S. 2019. Including and educating Syrian refugees in national education systems—the case of Lebanon. Global Education Monitoring Report. UNESCO.

17 Culbertson, S. and Constant, L. 2015. Education of Syrian refugee children: Managing the crisis in Turkey, Lebanon, and Jordan. RAND.

18 Shepherd, D. 2014. Models of refugee school inclusion in Jordan. [INEE & ERICC Webinar].

19 Orkodashvili, M. 2009. Double-Shift Schooling and EFA Goals: Assessing Economic, Educational and Social Impacts.

20 Bray, M. 2000. Double-shift schooling. Design and operation for cost-effectiveness. International Institute for Educational Planning. Commonwealth Secretariat.

21 Linden, T. 2001. Double-Shift Secondary Schools: Possibilities and Issues. Secondary Education Series. World Bank.

22 Kea, P. 2007. Girl farm labor and double-shift schooling in the Gambia: The paradox of development intervention. Canadian Journal of African Studies/La Revue canadienne des études africaines, 41(2), 258–288.

23 UNESCO-IIEP. UNESCO Policy Toolbox.

decades. There is little research on how best to build education capacities to support the transition away from double-shift systems toward longer term solutions. At the same time, the sustainability of international financing to support double-shift schools has been a concern across contexts. Long-term sector planning should begin as early as possible once double-shift schools are in place. This will entail the policy frameworks, infrastructure development, financing, and resource mobilization plans that authorities need to best meet the long-term needs of refugee and host-community learners.

Implementation examples and resources

Countries

Jordan, Kenya, Lebanon, Nigeria, and Uganda

Examples at scale

In Lebanon efforts to increase enrollment for Syrian refugee learners have since 2013 largely relied on double-shift schools. During the 2019–2020 school year 148,912 Syrian learners were enrolled in double-shift schools, of whom 43,979 attended the morning shift.[24]

Evaluation results

Jordan, Lebanon

Information links

UNESCO-IIEP. (n.d.). UNESCO Policy Toolbox-Double-shift schooling

Bray, M. 2008. Double-shift schooling: Design and operation for cost-effectiveness. UNESCO-IIEP

Area experts

UNHCR

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24 Center for Research and Development (CERD). 2021. Statistical Bulletin 2019–2020. CERD.

Train Teachers and School Staff in Promoting School Safety*

Primary aim
Ensuring students are physically and psychologically safe at school

Target groups
Students, educators, school staff

Intervention implementation parameters

Cost
Limited information available; the Good School Toolkit costs US$15/student; stopping corporal punishment costs nothing but may take a large amount of political will

Human resources
Staff to train, sensitize, and broadcast information

Additional resources/materials
Additional financial investments, for example, for construction of appropriate classrooms for children with disabilities, or providing transportation for children to safely attend school

Duration and frequency
Trainings and workshops can last 4–5 days; reporting and redress mechanisms are permanent

Delivery modality
School-based, potentially supported with virtual components/activities

Implementing agencies
Delivered by NGOs or a consortium of NGOs collaborating with local government at the school level or province/regional level

Overview

School safety remains a challenge around the world, and an estimated 246 million girls and boys face some type of violence in and around schools.[1] This violence takes on different forms—about a third of females globally will experience some form of gender-based violence in their lifetime,[2] children with disabilities are twice as likely to be victims of violence,[3] and corporal punishment is still legal in 63 countries.[4] In particular, refugee children are more at risk of being in vulnerable situations and subjected to violence, discrimination, xenophobia, exploitation, sexual and gender-based violence, and human trafficking.[5] A school's responsibility for keeping children safe can extend beyond the school grounds and encompasses not just physical safety, but also psychological safety.

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1   "Safe to Learn Coalition: Call to Action." n.d.
2   "Safe to Learn Coalition."
3   "Safe to Learn Coalition."
4   Smarrelli, G., Wu, D., and Hares, S. 2024. Legislating to Prevent Violence against Children: Corporal Punishment Bans Are Necessary but Not Enough. CGD Note 367. Washington, DC: Center for Global Development.
5   Mendenhall, M., Russell, S. G., and Buckner, E. 2017. Urban Refugee Education: Strengthening Policies and Practices for Access, Quality, and Inclusion. New York, NY: Teachers College.

*This note was authored by Jessica Lee (Education Consultant, World Bank).

Key considerations

1 | Ensuring understanding of what is a safe school and identifying safety risks

A safe school is a place where "all students, teachers, and staff can thrive in a welcoming environment that supports learning, health and well-being, and positive relationships."[6] There are five main characteristics of school safety: (a) physical safety, which is safety from bodily harm; (b) mental health and well-being; (c) instructional practices and environment; (d) interactions and relationships, for example, socio-emotional learning and inclusion; and (e) school connectedness, such as partnerships and engagements with the community and/or outside organizations.[7] Safety risks can be physical, mental/psychological, infrastructure-related, or a combination of the above. The World Bank has developed guidance on how to measure school safety, which includes sample indicators and examples of instruments used in other countries. In addition, Safe to Learn also has a diagnostic tool that was designed to inform country-level dialogue amongst Safe to Learn partners and with national counterparts; Save the Children has a Safe Schools Common Approach which has been adopted in full by 21 countries.

2 | Stopping corporal punishment

Refugee children often suffer from greater incidences of violence—in Palestinian refugee camps in Jordan, Lebanon and Syria, there is a higher prevalence of corporal punishment of children in schools, and by parents.[8] An example of a multilayered approach to eliminate corporal punishment is the Safe to Learn initiative in Nepal led by a coalition of NGOs. These groups held a series of sensitization and training sessions for school staff which covered child-friendly nonviolent techniques in classrooms, gender-responsive pedagogy, and alternatives to corporal punishment. For students, the organizations had child-centered activities to empower children and focus on student participation in ending violence in schools. These included trainings, as well as Student Life clubs or Peace Circles, which created safe spaces for children to discuss their concerns around topics such as early marriage, heavy domestic workload, gender-based discrimination, and safeguarding. Lastly, mass media communications campaigns were carried out to raise awareness in the community—from street and radio dramas to flyers and posters to jingles and TV programs. Ultimately, all of the awareness-building led to stronger linkages between national and local-level policies that aimed to prevent and address violence. There was no program cost available for the Safe to Learn initiative in Nepal, but evidence has shown that

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6   Quota, M. and Bhatia, J. 2022. Approach Note: Global Guidance for Supporting and Sustaining Safe Schools. Safe Schools Practices Series, World Bank, Washington, DC.

7   Quota and Bhatia, Global Guidance for Supporting and Sustaining Safe Schools.

8   Hopman, M. J., and Lobbestael, J. 2024. Children's Problems [mashaakil:مشاكل]: A Mixed-Methods Study on Physical Violence Experienced by Children Living in the Sahrawi Refugee Camps near Tindouf, Algeria. Children and Youth Services Review.

there is no financial cost to legally banning corporal punishment,[9] though it may take significant political commitment and might be difficult and relatively costly to enforce.

3 | Combatting gender-based violence

While girls and women are at greater risk of gender-based violence (GBV) overall, female refugee adolescents are at an even higher risk of GBV and early or forced marriage.[10] Despite this, there is a very little evidence available on effective GBV prevention strategies in refugee settings[11] and very few rigorous studies on the impacts of programs that aim to combat sexual violence.[12]

▸ **To address school-related gender-based violence (SRGBV)** for all students, in India (Nagaland) and Mozambique, World Bank projects developed grievance and redress mechanisms to help better identify and monitor cases as well as assist victims of SRGBV.[13] In Nagaland (northeastern India), a state-wide protocol was developed to create an institutionalized response for SRGBV. This protocol also clarified the roles and responsibilities of staff, district-level management, and civil society organizations. In Cambodia, a World Bank project included a training for school staff on how to recognize and deal with SRGBV cases in addition to child protection and good practices in classroom management.[14] Similarly in Sudan, a formal redress system was also established alongside training for school staff and community engagement campaigns.[15]

▸ A compounding factor that **increases the likelihood of SRGBV is when children must travel long distances to school**. In Pakistan, a recent survey revealed that 63 percent of respondents believed that public streets were areas of high and moderate vulnerability for girls and 33 percent of respondents indicated that they feared sexual violence from faculty and from individuals encountered while walking to school.[16] In addition, nearly 80 percent of urban refugees reported that they lack transportation to and from school, and families often do not allow their children to go unaccompanied for fear of GBV.[17] Thus, providing affordable and/or free transportation for students to attend school could both increase access and also reduce the incidence of SRGBV.

9   End Violence Against Children. 2023. The Positive Impact of Prohibition of Corporal Punishment on Children's Lives: Messages from Research.

10 Carvalho, S. 2022. Why Refugee Girls Are Missing Out on Secondary School. *Center for Global Development.*

11 Tappis, H., Freeman, J., Glass, N., and Doocy, S. 2016. Effectiveness of Interventions, Programs and Strategies for Gender-based Violence Prevention in Refugee Populations: An Integrative Review. *PLoS Currents.*

12 Smarrelli, G., et al. 2024. Violence in Schools: Prevalence, Impact, and Interventions. Center for Global Development.

13 World Bank. 2020. Nagaland: Enhancing Classroom Teaching and Resources Project. Report PAD3805; World Bank. 2021. Mozambique: Improving Learning and Empowering Girls Project. Report PAD4027.

14 World Bank. 2024. Implementation Status and Results Report: Cambodia General Education Improvement Project.

15 World Bank. 2020. Sudan Basic Education Support Project. Report PAD3021.

16 World Bank. Forthcoming. Gender Based Harassment and Violence in Education— Mapping Pain Points Impacting Girls' Access to Education in Pakistan.

17 Mendenhall, M., Russell, S. G., and Buckner, E. 2017. Urban Refugee Education: Strengthening Policies and Practices for Access, Quality, and Inclusion. Teachers College.

4 | Implementing "Whole School" violence reduction toolkits

There are several "whole school" interventions that focus on reducing violence against children by building a positive school environment and good relationships between school staff and students. While not all of these toolkits have been implemented in refugee settings, it may be possible to adapt some of the overall principles:

▶ **Good School Toolkit (Uganda):** The toolkit is available online and includes 86 different activities and resources that equip teachers to increase student confidence and success, help create a safe and respectful learning environment, and support administrators to be more accountable. The materials include training manuals for teachers and school administrators, posters and booklets. The toolkit is created to be used through the course of one school year. As of 2018, the Good School Toolkit is estimated to cost roughly US$15 per student, which mostly covers the costs of administering the toolkit (office equipment, staff, overheads, and so forth).[18]

▶ **Irie Classroom Toolbox (Jamaica)**: The Irie Classroom resources are all available online and are designed for early childhood teachers. An evaluation reviewed a version of the program that included training for teachers through four full-day teacher training workshops, eight one-hour sessions of in-class support (once a month for eight months) and fortnightly text messages. The trainers were eight female staff

hired and trained by the research team. At the end of the program, teachers were observed to use 83 percent fewer instances of violence against children.[19] No cost information is available for Irie Classroom.

▶ **Interaction Competencies with Children for Teachers (ICC-T)**[20] **and EmpaTeach**[21] **(both in Tanzania)**: ICC-T consisted of a workshop facilitated by a Tanzanian psychologist with the help of three assistant facilitators. Teachers participated at no charge and received free beverages and food as well as compensation for transportation, which was US$2.50 per day. After a three-month follow up, teachers reported a good use of the training elements in their daily work. EmpaTeach was conducted within the Nyarugusu Refugee Camp in Tanzania and consisted of a Behavioral Insights Team program developer, IRC education technical unit staff, and local refugee incentive workers providing a three-day training course to 85 teachers who were nominated as group coordinators by their peers. Teachers were trained to engage in a series of value-affirmation and empathy-building exercises, and they received information about alternative

18 Greco, G., et al. 2018. Economic Evaluation of the Good School Toolkit: An Intervention for Reducing Violence in Primary Schools in Uganda. *BMJ Global Health* 3, no. 2.

19 Bowers, M., Francis, T., and Baker-Henningham, H. 2022. The Irie Classroom Toolbox: Mixed Method Assessment to Inform Future Implementation and Scale-Up of an Early Childhood, Teacher-Training, Violence-Prevention Program. *Frontiers in Public Health* 10: 1040952.

20 Nkuba, M., Hermenau, K., Goessmann, K., and Hecker, T. 2018. Reducing Violence by Teachers Using the Preventative Intervention Interaction Competencies with Children for Teachers (ICC-T): A Cluster Randomized Controlled Trial at Public Secondary Schools in Tanzania. *PLOS ONE* 13, no. 8: e0201362.

21 Fabbri, C., et al. 2021. The EmpaTeach Intervention for Reducing Physical Violence from Teachers to Students in Nyarugusu Refugee Camp: A Cluster-Randomised Controlled Trial. *PLOS ONE* 16, no. 6: e0253735.

disciplinary techniques and emotional regulation tools. The program was not effective in reducing physical violence by teachers, as reported by students, but it did positively influence teachers in the use of positive discipline, self-regulation, and attitudes toward violence. EmpaTeach varied from the Good School Toolkit and Irie Classroom in that it did not directly discourage the use of violence and had a much shorter delivery period, with less facilitation and mentoring. No cost information is available for EmpaTeach.

5 | Ensuring safety in school for children with disabilities

Children with disabilities face various safety concerns, including inaccessible water, sanitation, and hygiene (WASH) facilities, slippery floors, and inappropriate classroom furniture. These issues are exacerbated for refugee children, given that the schools they attend often suffer from overcrowding, lack of resources, and perfunctorily trained teachers.[22] The World Bank has issued a Guidance Note on how to make projects more disability-inclusive. The note lays out minimum criteria for inclusive school infrastructure, which are: (a) physical access to the school; (b) accessibility of all areas and services within the school (including classrooms, cafeterias, and WASH facilities); and (c) appropriateness of the visual and acoustic environment for all learners.

6 | Including mental and psychosocial health as part of school safety

Refugee children have often experienced great trauma or psychological distress, which leads to many students needing additional assistance as they begin school for the first time or start school again after a prolonged absence.[23] In addition, many refugee students experience bullying, stereotyping, xenophobia, and discrimination while in school, further undermining their well-being. More programs are discussed in other intervention notes dealing with psychosocial support in this Repository, but one promising program called RefugeesWellSchool focuses on providing training and support to schools and educators on how to provide safe, nurturing educational environments specifically for refugee children.

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22 Crea, T. M., et al. 2022. Inclusive Education in a Refugee Camp for Children with Disabilities: How Are School Setting and Children's Behavioral Functioning Related? *Conflict and Health* 16: 53.

23 Mendenhall, M., Russell, S. G., and Buckner, E. 2017. Urban Refugee Education: Strengthening Policies and Practices for Access, Quality, and Inclusion. Teachers College.

Implementation examples and resources

Countries	In India, Jamaica, Nepal, Pakistan, Tanzania, and Uganda, though not all have been implemented specifically in refugee settings
Examples at scale	Not available
Evaluation results	Evaluations for "whole school" interventions: • The Good School Toolkit • Irie Classroom • EmpaTeach
Information links	Save the Children: Safe Schools Common Approach UNGEI Training Course on Preventing School-Related Gender-Based Violence (SRGBV) Raising Voices: The Good School Toolkit World Bank Safe Schools Website World Bank Global Program for Safer Schools Plan International: Safe Schools Program WHO School-Based Violence Prevention: A Practical Handbook Center for Global Development: Violence in Schools: Prevalence, Impact, and Interventions
Area experts	Laura McDonald, Education Specialist, World Bank: lmcdonald@worldbank.org

Engage Refugee Teachers to Support Host-Country Education Systems*

Primary aim
Refugee teachers contribute to refugee and host-community student learning and well-being

Target groups
Refugee teachers both with and without formal teacher training

Intervention implementation parameters

$ Cost	In Ethiopia, average monthly remuneration for refugee teachers at US$26 (compared to US$114 for national teachers) contributed to high teacher turnover and absenteeism as teachers had to earn money elsewhere In Türkiye, Syrian volunteer education personnel (SVEP) received monthly incentives in line with the Turkish minimum wage as well as two COVID-19 top-up payments[1]
Human resources	Refugee teachers/teaching assistants, school administrators, teacher professional development (TPD) facilitators, and support staff
Additional resources/ materials	Teacher compensation, benefits, TPD costs including continuous support costs, monitoring, evaluation
Duration and frequency	Teachers should have adequate job security through long-term teaching contracts (such as a 12-month rolling contract with sufficient time to renew or relinquish annually)

Delivery modality	In national schools across all levels of education
Implementing agencies	Ministry of Education, teacher training institutions, UN, NGOs

Overview

Refugee teachers have the potential to support national education systems by filling gaps in the teacher workforce and adding specialized capabilities including being able to support refugees' multicultural and multilingual needs. For example, for learning and literacy, especially during the earlier primary school years, it is well established that a child makes the best progress with a teacher who is fluent in their mother tongue.[2] Further, in some cases displaced teachers may be better positioned to form supportive relationships

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1   UNICEF. 2021. Syria crisis humanitarian situation report January to December 2021.

*This note was produced by the ERICC Helpdesk, with Arianna Pacifico as lead author, and Jeffrey Dow and Danni Falk as quality and technical review.

2   Reddick, C. and Dryden-Peterson, S. 2021. Refugee education and medium of instruction: Tensions in theory, policy, and practice. *In Language issues in comparative education II* (pp. 208–233). Brill.

with refugee learners since they may have experienced the same crisis event, understand their cultural background and can help them feel included at school.[3] Finally, in some contexts—where national teachers are not permitted to engage—refugee teachers may be the only ones available to teach refugees.

In addition to the important role refugee teachers can play in contributing to the national teacher workforce, engaging refugee teachers supports self-reliance by providing income to refugee households and may encourage refugee students to stay in school (for example, to become a teacher). Despite these benefits, and the development of progressive international frameworks for including displaced teachers,[4] the recognition and inclusion of displaced teachers in national systems remain mostly aspirational in nature.[5]

Key considerations

These good practices draw from literature on engaging refugee teachers from crisis and refugee-hosting contexts.

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3   Mendenhall, M., Gomez, S., and Varni, E. 2019. Teaching amidst conflict and displacement: Persistent challenges and promising practices for refugee, internally displaced and national teachers. Paper commissioned for the 2019 Global Education Monitoring Report, Migration, displacement and education: Building bridges, not walls. UNESCO and GEMR.

4   See the Djibouti Declaration, 2017, which outlines goals and guidelines for an eight-country bloc in the Horn and East of Africa, including aligning pay across different profiles of teachers, increasing gender parity and career progression opportunities among different profiles of teachers, and establishing cross-border equivalency mechanisms for teacher qualifications, among others (Tsegaye 2022).

5   Falk, D., Mendenhall, M., Fabo, C., and Kebe, G. 2024. Teacher Management in Conflict and Crisis Settings: Addressing resource gaps and enhancing quality in education. ERICC Policy Brief.

1 | **Advocate for legal protection and refugee teachers' right to work in the host country**

Limitations on acquiring recognized employment status prevent refugee teachers from receiving the protections and benefits that come with formal employment and leave teachers at risk of exploitative working conditions, without recourse to claim their rights.[6]

2 | **Facilitate the acquisition of nationally recognized teaching credentials through standardized and streamlined processes**

For teachers with teaching qualifications from their countries of origin, this can mean mechanisms to review and validate prior qualifications. Where trained teachers lack official documentation, alternative pathways to demonstrate knowledge and preparation may be needed (such as teaching demonstration sessions, interviews, trial employment periods).[7] For teachers who lack formal training, scholarships and in-service training programs should be accessible to provide minimum teacher requirements.

3 | **Ensure refugee teachers receive meaningful, continuous and recognized TPD to improve their teaching practice and advance in their careers**

Refugee teachers who are certified in their home country may lack the subject knowledge, language proficiency, or cultural

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6   Mendenhall, M. and Falk, D. 2023. National inclusion policy openings/barriers for refugee teachers: Critical reflections from Kenya. Journal of Refugee Studies.

7   Mendenhall, M., Telford, R., and Hure, M. 2023. National inclusion efforts: Don't forget refugee teachers. In Henderson, C. J., ed. 2023. Refugee teachers: The heart of the global refugee response. Policy Insights #02. NORRAG.

competencies to support students in their host country effectively.[8] In many cases, qualified and unqualified refugee teachers lack access to formal TPD that culminates in recognized qualifications or equivalency mechanisms to recognize formerly-earned qualifications.[9] Mechanisms should be established to enable refugee teachers to earn new national qualifications, for example through in-service training programs that provide the minimum teaching requirements, language proficiency, or upgrade teaching credentials for alignment with national education system requirements.

4   **Where refugees cannot be recruited directly into the teacher profession** (due to restrictions on the right to work, or lack of language proficiency) **consider teaching assistant roles that are sufficiently and equitably compensated, accompanied by pathways for career progression, and include professional development that facilitates access to formally join the profession[10]**

Refugee educators are an important resource for providing academic and psychosocial support to displaced learners—opportunities to work as classroom or teaching assistants should be pursued.[11] However, research across 16 countries finds that refugee teaching assistants often have the same responsibilities as teachers yet have limited opportunities to participate in TPD,

lack career progression opportunities to become full teachers, and receive paltry payment for their work.[12]

5   **Prioritize teacher well-being through promoting access to MHPSS, creating an enabling environment for teachers, enhancing teacher voice, agency and leadership[13]**

Research from across stable and crisis contexts demonstrates the critical importance of teacher well-being for teaching quality, student learning, and equity across school systems.[14] Prioritizing refugee teacher well-being includes consulting with teachers about what factors enhance or impede their well-being, and what support they feel is most urgent to better support their well-being and limit job stress, low motivation, and burnout. Teacher well-being should be a central consideration of all teacher management and TPD practices.[15] Ensure adequate working conditions including refugee teachers' labor, qualifications, and skills being sufficiently and equitably compensated.

Teacher compensation is the biggest barrier to improving teaching quality in refugee and displacement settings.[16] Beyond compensation, difficult working conditions, limited career progression opportunities, and tenuous job security undermine the teaching profession, compromise teacher quality, and lead many to leave the teaching profession or avoid joining it in the

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8   Falk, D., Varni, E., Finder, J., and Frisoli, P. 2019. Landscape review: Teacher well-being in low resource, crisis, and conflict-affected settings. Education Equity Research Initiative.

9   Falk et al. Teacher Management in Conflict and Crisis Settings.

10   Mendenhall, M. 2024. Supporting Teachers Amidst Displacement: Pathways for Improving Teacher Quality & Workforce Sustainability. UNHCR. Forthcoming.

11   Falk et al. Teacher Management in Conflict and Crisis Settings.

12   Mendenhall. Supporting Teachers Amidst Displacement.

13   Inter-agency Network for Education in Emergencies. 2022. A Guidance Note for Teacher Well-being in Emergency Settings.

14   Falk et al. Landscape review.

15   Mendenhall et al. Teaching amidst conflict and displacement.

16   Mendenhall et al. National inclusion efforts.

first place.[17] All refugee teachers should be recruited, deployed, and paid under the same terms and conditions as other host country teachers[18] with desirable working conditions, benefits, and job security.[19] Ideally, refugee teachers' pay scales should match those of national teachers,[20] with harmonization ensuring that no salary cuts occur elsewhere, mitigating the risk of teacher attrition or concerns about education quality.[21] Support can include a hardship allowance or nonfinancial compensation (such as staff accommodation).

6   Additional support may be needed to ensure the sufficient recruitment, retention, and advancement of female teachers[22]

The presence of female teachers in schools has been shown to improve attendance and achievement for female and male learners alike across many refugee-hosting contexts.[23] However, female teachers in contexts of displacement often face myriad challenges, including limited educational opportunities, sexual and gender-based violence (SGBV), cultural and religious norms, childbearing, and caregiving and household responsibilities, among other issues. The solution is to work with female refugee teachers to identify and implement strategies to increase recruitment, retention and career progression of female teachers.

7   Include refugee teachers in national education sector plans and teacher management and development systems[24]

Education planning can be facilitated by accurate data that accounts for the number of refugee teachers available, their education and training profiles, years of teaching, and TPD needs. There is limited evidence on why refugee teachers have hitherto been largely excluded from national sector plans, but possible reasons could include: host government avoidance of political pushback from constituents who prefer host-community teachers, avoidance of the long-term financial risk of assuming significant recurring costs, and general limited capacity in the system to train, certify, and manage more teachers.

8   Ensure adequate and sustainable financing through domestic budgets and/or international financing to support refugee teachers[25]

In contexts where host-community teachers are already underpaid, underemployed, or poorly supported, allocating national budget to refugee teacher salaries may be economically or politically prohibitive. Financing for refugee teachers (including

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17   Falk et al. Teacher Management in Conflict and Crisis Settings.

18   Shah, R. 2024. Locating refugee teachers' work within bordering regimes: Considerations and implications. In Henderson, C. J., ed. 2023. Refugee teachers: The heart of the global refugee response. Policy Insights #02. NORRAG.

19   Falk et al. Landscape review.

20   Falk, D. 2024. Impossible choices: The relationship between teacher compensation, well-being, quality and retention in South Sudan and Uganda. In Henderson, C. J., ed. 2023. Refugee teachers: The heart of the global refugee response. Policy Insights #02. NORRAG.

21   Burde et al. 2024. Forced displacement and education: Building the evidence for what works: Case study summary. The World Bank.

22   INEE. 2023. Women who teach: Recruiting and retaining female teachers in crisis settings.

23   Unterhalter E., North A. et al. 2014. Interventions to enhance girls' education and gender equality. Education Rigorous Literature Review. UK Department for International Development.

24   Mendenhall et al. National inclusion efforts.

25   Mendenhall et al. National inclusion efforts.

salaries/incentives and TPD) is often supported by international financing which can stabilize a cadre of teachers, and motivate them to stay in their positions and increase their attendance.[26] However, refugee teacher salaries paid by UNHCR or other external off-budget funding raises concerns about sustainability, national system coordination, and inhibiting long-term planning. On the other hand, donor reluctance (amid competing priorities and crises) to shoulder recurring costs, such as teacher salaries, tends to result in unreliable, short-term contracts that offer no job security.[27]

There are some promising examples where Ministries of Education agreed to take over the paying of refugee teacher salaries (notably, Syrian refugees in the Kurdistan Region in Iraq).[28] The way forward is to support international multiyear cost-sharing models between government, UN, and humanitarian and development donors that address recurrent personnel costs including teachers' salaries in alignment with the Global Compact on Refugees' responsibility-sharing principle.

Implementation examples and resources

Countries
Chad, Ethiopia, Kenya, Mali, Mauritania, Sudan, Türkiye, and Uganda

Examples at scale
In Türkiye, UNICEF in partnership with the Ministry of National Education provided training and stipends to over 12,000 SVEP who provided support to education, administration, outreach to refugee communities, and counseling services through Turkish public schools; despite evidence that SVEP teachers have been instrumental in supporting the transition of Syrian children into the public education system the program (launched in 2013) ended in 2021, for lack of funding[29]

Evaluation results
Not available

Information links
Falk, D. et al. 2024. ERICC Policy Brief: Teacher Management in Conflict and Crisis Settings: Addressing resource gaps and enhancing quality in education. Education Research in Conflict and Protracted Crisis (ERICC) Consortium

INEE. 2022. Guidance note on teacher well-being in emergency settings. INEE

INEE. 2023. Women who teach: Recruiting and retaining female teachers in crisis contexts. INEE.

International Task Force on Teachers for Education 2030. 2022. Crisis-sensitive teacher policy and planning. UNESCO

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26 See, for example, evidence from Türkiye. Durston, S., Duncalf, J., Maher, A., and Serdar, F. 2019. Evaluation of UNICEF's support to education personnel in the Syria crisis response in Turkey (September 2014–May 2019): Evaluation report. MDF Training & Consultancy.

27 Falk et al. Teacher Management in Conflict and Crisis Settings.

28 Naylor, R. 2024. From Barriers to Breakthroughs: Progress in Primary Education for Refugees. UNHCR.

29 UNICEF. Syria crisis humanitarian situation report.

Provide Teacher Professional Development (TPD) for Educators of Refugee and Host-Community Learners*

Primary aim
Teachers gain knowledge and skills to support refugee and host-community student learning, education relevance, and well-being

Target groups
Refugee and host-community educators

Intervention implementation parameters

$	**Cost**	Not available
	Human resources	School administrators, TPD trainers / facilitators and support staff
	Additional resources/ materials	Training costs, continuous professional development costs, supervision costs
	Duration and frequency	In-service TPD can vary in length; evidence suggests that TPD needs to be continuous and sustained over time through communities of practice or supervision to encourage change in practice
	Delivery modality	TPD includes pre-service, in-service, and continuous TPD modalities (CPD); in-service and CPD should be school-based and may be supported through accessible technologies[1]

	Implementing agencies	Ministry of Education, teacher training institutions, school leadership, UN, NGOs

Overview

Teachers who experience an influx of refugee or displaced students in their classrooms may require additional support and training to be able to cater to the different educational, linguistic, social-emotional, and psychosocial needs of their students.[2] In refugee hosting contexts, a range of teacher profiles typically emerges: national teachers (with and without formal teaching qualifications), refugee teachers (with formal teaching qualifications from home or

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1   For guidance on distance education for TPD see: Burns, M. 2023. Distance education for teacher training: Modes, models and methods (2nd Edition). Education development center.

2   Mendenhall, M., Gomez, S., and Varni, E. 2019. Teaching amidst conflict and displacement: Persistent challenges and promising practices for refugee, internally displaced and national teachers. Paper commissioned for the 2019 Global Education Monitoring Report, Migration, displacement and education: Building bridges, not walls. UNESCO and GEMR.

*This note was produced by the ERICC Helpdesk, with Arianna Pacifico as lead author, and Jeffrey Dow and Danni Falk as quality and technical review.

host country), refugee teachers without formal qualifications, and internally displaced teachers.[3]

TPD refers to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. In refugee-hosting contexts, teachers may require additional training to manage multilingual classrooms, classrooms with over-age learners, behavioral challenges, psychosocial issues or overcrowded classrooms. Additional TPD may be needed to support the inclusion of children and youth with disabilities who are refugees. Structured professional learning in response to these issues can be integrated into pre-service teacher training (for example, teacher training colleges), and within in-service and continuous TPD for those already teaching.

Key considerations

1 All TPD efforts should be coordinated with MoE and key actors' standards, systems, and processes

TPD in crisis and refugee-hosting contexts often suffers from multiple partners providing mixed, uncoordinated, ad hoc, and often insufficient teacher training.[4] Core teacher competencies should be based on standardized competency frameworks and need to be agreed on across all teacher profiles, offered

through national teacher training institutions, and mainstreamed into pre- and in-service teacher training, so that teachers can better support refugee and host-community learners.[5]

These good practices for ensuring effective TPD interventions draw from evidence across stable, crisis, and refugee-hosting contexts.[6]

2 TPD must be contextually relevant and responsive to teachers' classroom and school environments[7]

Forced displacement compounds the challenges teachers face in their classrooms in their efforts to deliver high-quality, inclusive education. Meanwhile, TPD in these settings often adopts 'best practices' from stable settings without adapting content and design to crisis-affected settings. Refugee and host-community teachers, including informal educators,[8] are uniquely positioned to identify refugee inclusion related issues, request the professional development support they need to address these issues, and support the effective implementation of inclusion efforts in the classroom.

3 TPD needs to be sustained and continuous in nature, providing ongoing support post-training through

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3   Adapted from: Mendenhall et al. Teaching amidst conflict and displacement.

4   Burns, M., and Lawrie, J. 2015. Where it's needed most: Quality professional development for all teachers. Inter-Agency Network for Education in Emergencies. INEE.

5   Mendenhall et al. Teaching amidst conflict and displacement.

6   Falk, D. 2023. Healing Classrooms 2.0: Evidence Brief. IRC. Unpublished manuscript [available upon request].

7   Darling-Hammond, L., Hyler, M. E., and Gardner, M. 2017. Effective teacher professional development. Learning Policy Institute.

8   Cohen, E. 2024. Listening to informal educators to support minoritized refugee populations: Lessons from Amman, Jordan. In Henderson, C. J., ed. 2023. Refugee teachers: The heart of the global refugee response. Policy Insights #02. NORRAG.

communities of practice[9] or supervision to encourage change in practice[10]

Teachers need time during and after training workshops to apply the new strategies they learned and reflect on what worked—and what failed—in a supportive environment in order to revise and re-apply these strategies until they become habitual.[11] Communities of practice (such as Teacher Learning Circles and classroom observations) can foster peer networks of support and coaching to help sustain positive changes and support supervision from school leaders or local education officers to strengthen pedagogical practices.[12]

4 | **Robust TPD should take an asset-based approach to recognize teachers' expertise and strengths by involving them in developing, implementing, and evaluating their own learning[13]**

While teachers deserve and require TPD to enhance their skills and knowledge, it is essential that TPD not take a deficit-approach; instead it should learn from—and with—teachers about ongoing promising practices occurring in their classrooms and schools that can inform the content and delivery of TPD. Teachers may also learn from collaborative peer opportunities to share experiences and learning related to challenges they have faced, including any issues related to refugee inclusion.[14]

5 | **TPD should be linked to clear professional pathways and compensation structures to enhance the professionalization of teachers[15]**

Recognizing teachers' efforts and achievements through clear professional pathways can improve teacher motivation, the retention of skilled staff, and bolster the long-term impact of TPD.

6 | **Equip teachers with the knowledge and skills to foster social cohesion in diverse classrooms and schools**

A refugee influx can cause demographic changes that fuel xenophobia, discrimination, and anti-refugee sentiment within and beyond schools. This can lead to harassment, bullying, and derogatory language from both students and teachers, threatening learners' well-being, learning, and education access. A 2023 meta-analysis found that minorities and refugee youth are at an increased risk of bullying.[16] In settings where there is a high prevalence of community violence and the presence of armed actors (for example, in Colombia), school-related violence (bullying

9   TLCs are one example of a community of practice (CoP), or collaborative learning networks that foster exchanges of experience, encouragement, and knowledge (Wenger 2000).

10   Guskey, T. R. 2022. Implementing mastery learning. Corwin Press.

11   Mendenhall, M., Cha, J., Falk, D., Bergin, C., and Bowden, L. 2020. Teachers as agents of change: Positive discipline for inclusive classrooms in Kakuma refugee camp. International Journal of Inclusive Education, 1–19.

12   For an example of communities of practice see: Teachers in Crisis Contexts. 2018. Peer coaching for teachers in crisis contexts. INEE.

13   Mendenhall, M. 2017. Strengthening teacher professional development: Local and global communities of practice in Kakuma refugee camp. Save the Children, UNHCR, and Pearson.

14   Shephard, D. and Alkotob, Y. 2023. Teachers' voices on refugee school inclusion in Jordan. In Henderson, C. J., ed. 2023. Refugee teachers: The heart of the global refugee response. Policy Insights #02. NORRAG.

15   Darling-Hammond, L. 2021. Defining teaching quality around the world. European Journal of Teacher Education, 44(3), 295–308.

16   Sapouna, M., De Amicis, L., and Vezzali, L. 2023. Bullying victimization due to racial, ethnic, citizenship and/or religious status: A systematic review. *Adolescent research review*, *8*(3), 261–296.

in its different forms) in the classroom may be overlooked. However, it has been demonstrated that in situations marked by high levels of community violence, schools can serve as protective spaces for students.[17] Relevant approaches may include valuing and harnessing diversity as a learning opportunity; engaging in translanguaging;[18] and encouraging civic identity and engagement in school.[19] Equipping teachers with the knowledge and skills to foster social cohesion should work alongside community-based campaigns countering anti-refugee rhetoric and xenophobia.[20]

7 | Ensure teachers are prepared to support learners' linguistic needs

No learner should be completely immersed in a classroom where they do not understand the language of instruction unless they have robust language support.[21] Support can include teaching assistants or teachers who are refugees in classrooms, additional language classes, and translated learning materials in the language spoken by refugee populations. Teachers can also learn pedagogical skills in second language acquisition (routine use of key words, phrases; use of text and images;

opportunities for learners to produce content with correction, feedback, and so on). TPD can also support the understanding of multilingualism as an asset—valuing refugee learners' own language while also helping them build their language skills in the language of instruction and supporting future opportunities in their countries of origin.[22]

8 | Enable teachers to address learners' mental health and psychosocial (MHPSS) needs

Mental health issues such as posttraumatic stress disorder (PTSD), depression, anxiety, and behavioral problems have been well documented in learners who have experienced forced displacement (regardless whether internally displaced, externally displaced, and in high- and low-income countries alike).[23] Integrating culturally adaptive MHPSS into education services and structures, including through TPD, can aid in creating safe and healing learning environments as well as connecting schools to protection and health services. For example, teachers may strengthen skills to identify when a referral is needed to a higher level of care, implement classroom-based interventions to increase learner well-being, and gain knowledge on activities to promote social-emotional learning. Importantly, TPD can also address teachers' own well-being, for example by increasing

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17 Chávez, C., Cebotari, V., José Benítez, M., Richardson, D., Chii, F. H., and Zapata, J. 2020. School-Related Violence in Latin America and the Caribbean: Building an evidence base for stronger schools. UNICEF.

18 For a definition of translanguaging see: Institute of Education Sciences. 2021. Translanguaging to support students' bilingual and multilingual development.

19 Bajaj, M., and Bartlett, L. 2017. Critical transnational curriculum for immigrant and refugee students. Curriculum Inquiry, 47(1), 25–35.

20 Falk, D., Mendenhall, M., and Diazgranados, S. 2024. Teachers in crisis settings: The state of the evidence. IRC. Forthcoming.

21 Global Partnership for Education (GPE). 2024. Policy dialogue tool: Inclusion of refugees into national education systems.

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22 Montero, M. K., Ibrahim, H., Loomis, C., and Newmaster, S. 2012. Teachers, flip your practices on their heads!: Refugee students' insights into how school practices and culture must change to increase their sense of school belonging. Journal of Multiculturalism in Education, 8(3).

23 Gormez, V., Kılıç, H. N., et al. 2017. Evaluation of a school-based, teacher-delivered psychological intervention group program for trauma-affected Syrian refugee children in Istanbul, Turkey. Psychiatry and Clinical Psychopharmacology, 27(2), 125–131.

stress management skills, enhancing teacher self-efficacy, and preventing burnout.[24]

9 | Support the professional development for school leadership, education officers, and teacher educators

School leaders in refugee-hosting contexts can face a range of challenges that impact teachers and their ability to support school-based TPD, including the implementation of new (often unclear, ambitious, or underresourced) school policy related to refugee learners, cultural concerns, managing learner poverty, and mitigating tensions in the school community.[25] In order for teachers to best address refugee and host-community students' learning and well-being needs, quality TPD needs to be coupled with the necessary ongoing institutional and systemic support.

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24 For example, see Edukans. 2023. Teacher well-being: Edukans manual for facilitators.

25 For example, see Arar, K., Örücü, D., and Küçükçayır, G. A. 2019. Culturally relevant school leadership for Syrian refugee students in challenging circumstances. *Educational Management Administration & Leadership*, 47(6), 960–979; Arar, K., Örücü, D., and Gümüş, S. 2022. Educational leadership and policy studies in refugee education: a systematic review of existing research. *Educational Review*, 1–25.

Implementation examples and resources

Countries	Colombia, Ethiopia, Kenya, Lebanon,[26] Türkiye
Examples at scale	In Türkiye 8,661 teachers of refugees completed a 30-hour program through a cascade model. Training focused on: (a) teaching Turkish as a second language, (b) socio-economic integration and counseling, and (c) legislation and context, which includes topics in temporary protection legislation, international law and children's rights
Evaluation results	Türkiye (diversity awareness, psychosocial support), East Africa (Ethiopia, Sudan & Uganda)
Information links	INEE. 2016. Training for primary school teachers in crisis contexts. Henderson, C. J. (Ed.) 2023. Refugee teachers: The heart of the global refugee response. Policy Insights #02. NORRAG
Area experts	Mary Mendenhall, Teachers College, Columbia University: mam2017@tc.columbia.edu. Danielle Falk, IRC: danni.falk@rescue.org

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26 See Lebanon case studies, pages 19–20 and 67–69. INEE. 2022. Promising practices in teacher professional development.

Support the Well-Being of Teachers in Emergency Settings*

Primary aim
Ensuring teachers feel safe and supported in the classroom

Target groups
Teachers of refugee students (including refugee teachers) and teachers in emergency settings, though all educators can benefit from services aimed at improving their well-being

Intervention implementation parameters

$	**Cost**	The Malaysian refugee teacher program, which paid US$20 to trainee; those who then went on to conduct trainings were paid another US$100 each
	Human resources	Trained professionals (for psychosocial support), educators (for peer-led training), school administrative staff (to facilitate and coordinate activities)
	Additional resources/ materials	Paper-based or virtual training materials, sufficiently private spaces to conduct activities, technology (computers/laptops/smartphones) for virtual programs
	Duration and frequency	The interventions range from a set number of trainings to lasting up to six months
	Delivery modality	Most often delivered as a training focused on socio-emotional skills and other techniques to improve mental health, this can also include 1:1 peer support and/or 1:1 mental health/counseling services
	Implementing agencies	Primarily humanitarian agencies or a consortium of NGOs and humanitarian agencies

Overview

Currently there are few interventions that focus solely on teachers' well-being, particularly their psychosocial and mental health.[1] It is critical to consider teachers' needs, not only for ethical reasons and the fact that they are experiencing many of the same stressors as the student population—but also because their well-being[2] directly affects students' well-being.[3] Teaching in and of itself can be a highly stressful job, and furthermore, teachers working in refugee contexts are not a homogeneous group and may require different types of interventions. The activities explored in this note have

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1   Mental health and psychosocial support (MHPSS) are defined as "processes, approaches, and interventions that promote and protect the well-being and holistic teaching practices of all teachers." Source: Inter-agency Network for Education in Emergencies. 2022. A Guidance Note for Teacher Well-being in Emergency Settings.

2   "Teacher well-being encompasses how teachers feel and function in their jobs; it is context-specific and includes teachers' affections, attitudes, and evaluations of their work" Source: Falk, D., Varni, E., Johna, JF., and Frisoli, P. 2019. Landscape Review: Teacher Well-being in Low Resource, Crisis, and Conflict-affected Settings. Teacher Social-Emotional Well-being Task Team, Education Equity Research Initiative.

3   Harding, S., et al. 2019. Is Teachers' Mental Health and Well-being Associated with Students' Mental Health and Well-being?. *Journal of Affective Disorders* 242: 180–187.

been piloted and/or evaluated with a range of target groups: some concentrate on teachers of refugee students (most published work focuses on higher-income countries), a few look at teachers who are refugees themselves, and others address teachers working in emergency settings. Although there is still limited evidence on the diverse needs of these different types of teachers and the efficacy of programs in meeting their needs.

Key considerations

1 | Recognize that teachers require specifically tailored interventions

In times of crisis, teachers—like students—can experience traumatic and stressful events, including forced displacement, family separation, and violence, which can negatively impact their mental health and well-being.[4] This is not to suggest that student-oriented delivery is of little benefit for teachers; indeed, teachers trained in socio-emotional learning (SEL) have greater knowledge of it and may well use some of the techniques on themselves.[5] This type of dual approach has been used in IRC and Norwegian Refugee Council's programs, Healing Classrooms, and Better Learning Program. In Malaysia, rather than

a dual approach, support to refugee students and teachers respectively is delivered through separate program components. As refugees are excluded from the national education system, refugee communities have established informal learning centers, or "community schools," to ensure their children receive some form of education. These schools, however, operate with minimal resources and limited support from external organizations.[6] In this context, a program was designed to see whether peer training could produce similar results to a professional training that helped refugee teachers with classroom management and self-care.[7] While one component was focused on better understanding refugee children's experiences and needs, the other specifically trained refugee teachers on how to better deal with stress and anxiety, offering anger-management strategies.[8] At the end of the training component, which consisted of eight trainings in total, along with consultation sessions for those interested in becoming peer trainers, all teachers reported higher levels of self-care.[9] In the Philippines, the Department of Education launched an online webinar series called TAYO Naman! that was developed for teachers during the COVID-19 pandemic to help support their mental health as well as reduce social isolation by connecting them with peers.

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4   Ahmed, H. 2017. Approaches to Providing Psycho-Social Support for Teachers and Other School Staff in Protracted Conflict Situations. The Institute of Development Studies and Partner Organizations.

5   Flemming, J., Guáqueta, A. H., and Olwala, T. 2024. Mental Health and Psychosocial Support in Schools: Learning from Research in Colombia and Kenya. A Synthesis of Qualitative Research Examining the Norwegian Refugee Council's Better Learning Program. The MHPSS Collaborative.

6   O'Neal, C. R., et al. 2017. Refugee-Teacher-Train-Refugee-Teacher Intervention Research in Malaysia: Promoting Classroom Management and Teacher Self-Care. Journal of Educational and Psychological Consultation 28 (1): 43–69.

7   O'Neal et al. Refugee-Teacher-Train-Refugee-Teacher Intervention.

8   O'Neal et al. Refugee-Teacher-Train-Refugee-Teacher Intervention.

9   O'Neal et al. Refugee-Teacher-Train-Refugee-Teacher Intervention.

2 | Understand that teacher well-being goes beyond mental health and psychosocial support

Inter-agency Network for Education in Emergencies (INEE) has created a series of guidance notes on Teacher Well-being in Emergency Settings with specific notes for Colombia, Kakuma refugee camp in Kenya, nonstate online universities in Myanmar, and Palestine. The primary guidance note provides a framework of Minimum Standards and explains how to "promote mental health and psychosocial support (MHPSS) for teachers, create more enabling work environments for teachers, and enhance teacher voice, agency, and leadership in crises."[10] These notes contain examples that illustrate how other factors, like a positive work environment, becomes very important, especially in an emergency or refugee context. If teachers are dealing with their own stress and trauma, receive inadequate or irregular pay, or lack access to meaningful professional development, these challenges undermine their capacity to support vulnerable students. The INEE notes contain strategies, indicators and definitions, and examples that illustrate implementation in various contexts. In particular, research has shown that support to teachers can often be most effective when provided through the community, given the emphasis that communities often place on education in conflict and post-conflict settings.[11]

3 | Create an environment where teachers feel heard and supported by their community

Another key principle in supporting teachers is giving them a voice and a way to share their experiences, as it enhances job satisfaction and efficacy—factors that teachers report positively impact their mental and psychosocial well-being.[12] In Kakuma refugee camp in Kenya, teachers would meet in-person to discuss daily challenges in teaching in emergencies.[13] In addition, they could connect to mentors through WhatsApp. These activities led to teachers feeling more motivated, more confident, and more willing to work together to support students.[14] The Promoting Mental Health at Schools (PROMEHS) program developed a mental health curriculum to help address the significant stress teachers faced during the COVID-19 pandemic and was implemented in seven European countries: Croatia, Greece, Italy, Latvia, Malta, Portugal, and Romania. One component consisted of training teachers to understand and deliver socio-emotional skills while the other component consisted of discussions with families and school leaders on how to promote mental health within the overall community. Teachers were trained by expert trainers for a total of 16 hours and also received an additional nine hours of mentoring and supervision. The entire program lasted six months and had a positive effect on both teachers' and students' mental health.

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10 Inter-agency Network for Education in Emergencies. 2022. A Guidance Note for Teacher Well-being in Emergency Settings.

11 Ahmed, H. 2017. Approaches to Providing Psycho-Social Support for Teachers and Other School Staff in Protracted Conflict Situations. Education Development Trust. K4D Helpdesk Reports, commissioned by the UK Department for International Development.

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12 INEE. Teacher Well-being in Emergency Settings.

13 INEE. Teacher Well-being in Emergency Settings.

14 INEE. Teacher Well-being in Emergency Settings.

Implementation examples and resources

⚑ **Countries**

A range of emergency settings, Europe, Malaysia

Examples at scale

No examples of implementation at scale, though Healing Classrooms, PROMEHS, and Better Learning Program approaches have been implemented in various countries

Evaluation results

An evaluation of the refugee teacher program in Malaysia is available

This paper by the K4D Helpdesk does a landscape review of available interventions

Information links

International Rescue Committee: Educator Well-being Guide

MHPSS and Education in Emergencies (EiE) Toolkit

Jesuit Refugee Service Teacher Training modules

IRC: Teacher focused SEL trainings

UNESCO/IICBA: Strengthening Mental Health and Psychosocial Support for Pre- and In-Service Teachers in Africa

UNESCO: Supporting Teachers and Learners in Contexts of Emergencies

Edukans: Teacher Well-being: Training on Mental Health and Psychosocial Support

Area experts

Inter-agency Network for Education in Emergencies (INEE)

International Rescue Committee (IRC)

Place Students Into Appropriate Grade Levels Through Recognition, Validation, and Accreditation of Prior Learning (RVA)*

Primary aim
Prior learning is recognized to ensure students are placed in the appropriate level of schooling

Target groups
Refugee children and youth whose lack of recognized education credentials presents a barrier to school enrollment in the host country

Intervention implementation parameters

$	**Cost**	Not available
	Human resources	Educators and school administrators to implement RVA and enrollment processes
	Additional resources/ materials	Administrative costs, costs associated with policy development and coordination, technology and infrastructure, capacity development for educators and administrators and public awareness campaigns
	Duration and frequency	To support learners with timely RVA and enrollment process upon arrival in the host country
	Delivery modality	School-based or virtual depending on RVA process and education level
	Implementing agencies	National governments, schools and universities. Efforts can be supported by nonstate actors

Overview

As international mobility increases, ensuring the recognition, validation, and accreditation (RVA) of prior qualifications and learning is essential for the creation of flexible learning pathways between formal and nonformal learning settings, as well as between education, training, and work, within and across borders. Properly acknowledging existing competencies through processes that are accessible, efficient, and effective can incentivize refugees to continue learning and can enable them to take an active role in the labor market, as well as society in general. Strong RVA processes therefore confer proven benefits on receiving countries (and often also on countries of origin) as well as the individuals themselves.[1] However, administrative requirements for specific documentation (academic records, diplomas, identification documents) are a

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1   UNESCO, ETF, and CEDEFOP. 2023. Global Inventory of National and Regional Qualifications Frameworks 2022.

*This note was produced by the ERICC Helpdesk, with Arianna Pacifico (IRC) as lead author, and Jeffrey Dow (IRC) and Danni Falk (IRC) as quality and technical review.

significant barrier to refugee enrollment and appropriate grade placement in many host-country education systems.[2]

Recognition of prior learning and certification is critical to ensure students are correctly placed in the appropriate level of schooling. However, there is limited research documenting the implementation, cost, and impact of RVA approaches to support refugee inclusion in national education systems.

Box 1. Defining recognition, validation, and accreditation

Recognition is a process of granting official status to learning outcomes and/or competencies, which can lead to an acknowledgment of their value in society.

Validation is the confirmation by an officially approved body that learning outcomes or competencies acquired by an individual have been assessed against the reference points or standards through predefined assessment methodologies.

Accreditation is a process by which an officially approved body, on the basis of assessment of learning outcomes and/or competencies according to different purposes and methods, awards qualifications (certificates, diplomas, or titles), or grants equivalences, credit units or exemptions, or issues documents such as portfolios of competencies. In some cases, the term accreditation applies to the evaluation for the quality of an institution or a program as a whole.

Source: UIL (2018). Recognition, validation and accreditation of youth and adult basic education as a foundation of lifelong learning. Hamburg: UNESCO Institute for Lifelong Learning.

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2   For example see: Al-Hawamdeh, A., and El-Ghali, H. A. 2017. Higher education and Syrian refugee students: The case of Jordan. UNESCO. Also see: Coombes, A., Garcia, M., de Hoop, T., and Holla, C. 2023. *Forced Displacement and Education: Building the evidence for what works—Colombia case study.* World Bank Group.

Key considerations

1 **Reduce administrative barriers to school registration**

Even in countries where refugee learners are allowed access to the public system, lack of documentation and administrative requirements such as recognized identification documents and evidence of legal residence can present significant barriers to access across all education levels. A range of approaches have been implemented to reduce the administrative barriers refugee families face. For example, Chile and Colombia issue a unique school identification document to students who are undocumented. Costa Rica waived documentation requirements entirely for refugee and migrant learners. In Peru, parents can sign a sworn declaration to enroll their children in school without documentation.[3] Beyond education-specific policies, case study research suggests that formal protection status with officially recognized identification can mitigate administrative uncertainties and enrollment challenges.[4]

2 **Learning assessments can enable children to be placed in a class that is appropriate to their prior learning**

In Ecuador, for example, children are placed in a school year based on their chronological age, with documentation of previous studies, or they can take placement exams that evaluate their

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3   Marcus, R., Nicolai, S., León-Himmelstine, C., Carvalho, S., Zubair, A., and Rodas-Kamminga, R. 2023. Including Refugee Learners in National Education Systems. UNICEF Innocenti.

4   Coombes, A., Garcia, M., de Hoop, T., and Holla, C. 2023. *Forced Displacement and Education: Building the evidence for what works—Colombia case study.* World Bank Group.

level of knowledge with a view to placement in a grade such that they are no more than two years older or younger than other students.[5] The European Union's standards for the reception of applicants for internal protection (Directive 2013/33/EU) oblige member states to enroll any school age child within the country into school within three months of their arrival, and require an assessment of their learning needs, with language and preparatory classes provided where needed. Placement tests should focus on core competencies (literacy and numeracy) and avoid covering context-specific subjects such as national history or geography (probably unfamiliar to newly arrived children).[6] Without learning assessments, there is a risk of learners being placed in grades below their actual achievement levels, especially when host teachers have negative perceptions of the quality of education in refugees' home countries.[7] Where learners are 'over-age' in relation to their learning level, remedial classes or accelerated learning programs may promote more effective social and educational inclusion than placement in a class commensurate with their learning level.[8]

3 | Regional conventions recognizing academic qualifications are gathering momentum

There is a trend toward increasing collaboration at the regional level to support learners' transitions across borders. For example, the Economic Community for West African States' regional system of education attainment equivalency allows recognition of a student's prior education level—facilitating access without documentation or examination. This system has facilitated refugees' inclusion in Burkina Faso, Ghana, and Niger.[9] Similarly, in Latin America signatories to the Andrés Bello Convention agree to recognize students' prior qualifications and learning certificates, supported by the development of tables of equivalences developed under the Convention and their integration into national education systems in refugee-hosting contexts.[10] If refugees anticipate return, regional qualifications equivalency frameworks can avoid the need to obtain certification from a refugee's home country. Good recognition practices and a shared understanding necessitate active country involvement and effective information systems to incorporate international agreements into national law.[11]

4 | Clear communication with refugee families regarding RVA rules and school enrollment processes is critical

Even in contexts where documentation from previous schooling and identification documents are not required, administrative

5   Marcus, R., Léon-Himmelstine, C., de Carvalho, T., and Jimnez Thomas Rodríguez, D. 2023. Children on the Move in Latin America and the Caribbean: Review of evidence. UNICEF.

6   Marcus, et al. Children on the Move in Latin America and the Caribbean.

7   Mora, M. J. 2020. Costa Rica Has Welcoming Policies for Migrants, but Nicaraguans Face Subtle Barriers. Migration Policy Institute.

8   Marcus, et al. Including Refugee Learners in National Education Systems.

9   Marcus, et al. Including Refugee Learners in National Education Systems.

10   Marcus, et al. Including Refugee Learners in National Education Systems.

11   UNESCO. 2018. What a waste: Ensure migrants and refugees' qualifications and prior learning are recognized.

barriers may present de facto barriers. Parents can easily believe documentation is required, especially if demanded by school officials who are either prejudiced or ill-informed.[12] Continued efforts on the part of ministries of education and other partners is needed to ensure inclusion through clear communication on processes related to school registration.

5 Nonformal programs may also be recognized in ways that provide pathways to formal education

For example, during the conflict in Chechnya in 2000, an emergency education program was delivered by the International Rescue Committee (IRC). IRC collaborated with the Ministry of Education in Chechnya and Ingushetia to allow all internally displaced children from Chechnya to sit for final examinations and obtain formal qualifications.[13]

6 Ensure adequate and sustainable financial resources for RVA

UNESCO guidelines on RVA of nonformal and informal learning articulate the need for a cost–benefit analysis to develop evidence on the benefits of RVA for individuals, enterprises, educational institutions—and for society as a whole—and to find sufficient financial resources to build the basic infrastructure of the RVA system (involving sustainable cost-sharing mechanisms

if needed).[14] Potential costs relate to policy development and coordination, administrative costs (to translate and verify documents, process learners and administer exams), technology and infrastructure (digital systems), capacity development and training for educators and administrators to implement new RVA processes, and public awareness campaigns.

7 Support the recognition of prior learning to expand refugee access to tertiary education

Only seven percent of refugees access tertiary and higher education—a key obstacle being lack of recognition of prior learning, qualifications, and credentials. In some cases, home country institutions and archives may no longer be in operation, making verification impossible. Some refugees and displaced persons are also faced with a situation where the trustworthiness of their documentation is questioned due to the situation in their home country. This makes it necessary to find alternative ways to establish the veracity of their qualifications. The Toolkit for Recognition of Refugees' Qualifications describes various approaches that could be explored.[15] One proven approach is the issuing of a UNESCO Qualifications Passport based on available documentation, analyses of the education system, a written self-assessment by the individual, and a structured interview with a specialist.[16]

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12 Selee, A. and Bolter, J. 2020. An Uneven Welcome: Latin American and Caribbean Responses to Venezuelan and Nicaraguan Migration. Migration Policy Institute.

13 UNESCO. What a waste.

14 UNESCO. 2012. UNESCO Guidelines for the recognition, validation and accreditation of the outcomes of nonformal and informal learning.

15 NOKUT. 2016. Toolkit for evaluation of refugees qualifications. European Commission.

16 UNESCO. 2024. UNESCO qualifications passport: inclusive pathways to education and employment.

8 | **Digital technologies can lead to more transparent recognition of skills and qualifications required by employers, but challenges remain.[17]**

The development of e-guidance, e-portfolios, and e-assessment has been supporting migrants and refugees, among others, in getting their prior technical and vocational learning recognized, validated, and accredited.[18] UNESCO has identified both the benefits and challenges related to quality assurance, duration, cost, security, transparency, and accessibility. They note three main challenges: (1) Few countries have developed RVA processes or systems that cater for the needs of refugees and migrants, (2) Ensuring accessibility represents another challenge, given that digital tools facilitating RVA should be accessible to those who have limited connectivity, limited host language skills, and are digitally illiterate, and (3) Privacy and data security concerns remain a challenge, not least for the refugees and migrants themselves. Finally, there is limited evidence on the types of digital platforms and technologies that would best enable primary- and secondary-age learners in low- and middle-income contexts to navigate RVA processes.

Implementation examples and resources

Countries	Cameroon, Chile, Colombia, Costa Rica, Ethiopia, Iraq (Kurdistan), Jordan, Lebanon, Peru, Rwanda, South Africa, Sweden, Türkiye. N.B; there is limited evidence, evaluation data, or costing information
Examples at scale	All examples are national or regional initiatives
Evaluation results	Not available
Information links	UNESCO, ETF & CEDEFOP. 2023. Global Inventory of National and Regional Qualifications Frameworks 2022 UNESCO. 2018. What a waste: Ensure migrants and refugees' qualifications and prior learning are recognized. UNESCO
Area experts	UNESCO, UNHCR

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17   UNESCO. 2018. Digital credentialing: Implications for the recognition of learning across borders.

18   Macauley, M. and Jones, K. 2023. Digitalizing RVA: The case of TVET for migrants and refugees. In UNESCO, ETF, and CEDEFOP. 2023. Global Inventory of National and Regional Qualifications Frameworks 2022.

Organize Back-to-School (BTS) Campaigns*

Primary aim
Raising awareness and addressing access barriers to boost education enrollment and retention

Target groups
Out-of-school children and youth or learners at risk of not enrolling or attending school

Intervention implementation parameters

$	**Cost**	Not available
	Human resources	BTS campaigns can be led by qualified MoE and UN staff with appropriate coordination at national, regional, and local levels
	Additional resources/ materials	School kit supplies, freight costs, leaflet printing, television airtime
	Duration and frequency	BTS campaigns usually take place in the period leading up to the start of the school year, but BTS support can be in place year round to support out-of-school children and youth (OOSCY) and learners on the move
	Delivery modality	Information and support can be delivered through in-person events and a range of communication channels including digital platforms, local media, and print media
	Implementing agencies	MoE, UN, local school community, parents, learners, local organizations, education clusters (where activated)

*This note was produced by the ERICC Helpdesk, with Arianna Pacifico as lead author, and Jeffrey Dow and Danni Falk as quality and technical review.

Overview

Back-to-school (BTS) campaigns can raise awareness of different education opportunities available to refugee and host-community learners, identify barriers that learners may face in accessing education, and find community-based solutions to support school enrollment and attendance.

Campaigns may include outreach, dissemination of information, distribution of school kit, and enrollment support. The following points synthesize good practices related to BTS campaigns drawing upon literature from crisis and refugee contexts:

▸ **In contexts where refugee inclusion is the policy, the Ministry of Education (MoE) should take a leadership role in coordination with a wide range of relevant stakeholders.** A high level of MoE visibility and strong commitment from local education authorities can enhance credibility, resources, and coordination. Relevant actors may include the private sector (for example, to support communication), community leaders, political parties, NGOs, parent and student groups.

BTS initiatives can use existing education sector or cluster coordination mechanisms to execute a timely campaign, enhance government visibility, and raise the profile of the education sector. Intersectoral coordination, for example with public health or child protection efforts, can streamline efforts in public communications and reach more families.[1]

▶ **A successful BTS campaign will engage affected communities, including refugee and host-community children and young people and local education personnel.** Mobilizing community action can promote local ownership of the back-to-school agenda; tailor messaging to be culturally appropriate; identify the most popular information points (such as markets, religious centers), the most accessible languages and media channels (radio, newspapers, WhatsApp) for sharing BTS messaging; and identify which children and young people in their community are most at risk of not returning to school and find community-based solutions to support their return.[2] Involving youth clubs in peer-to-peer BTS mobilization can also increase enrollment.[3]

Key considerations

1 | **BTS campaigns should be based on current constraints facing refugee and host-community learners**

Follow community-led Social and Behaviour Change principles to support short- and long-term BTS goals including codevelopment of campaign strategies, working through local structures, and pilot testing before campaign roll-out.[4] BTS strategies can be informed by school management committees, community support groups, parental surveys, or data collected that captures the barriers to education registration, enrollment, and access, taking into consideration potential differences depending on geographic location, school grade-level, nationality, language, and other demographic differences. Data collected may inform advocacy for policy changes to increase enrollment for vulnerable groups.

2 | **Deliver accessible messages in various languages and formats**

Campaigns can share messaging through printed materials (for example, posters, leaflets,[5] and billboards), local media (for example, radio, TV), social media, SMS, school drama presentations, public education meetings, or community and religious centers. Some campaigns involve sending peer educators and volunteers door-to-door in various locations

1 UNICEF. 2013. Back-to-school guide: Evidence-based strategies to resume EiE and post-crisis transition.

2 Global Education Cluster and Global Protection Cluster. 2020. Safe back to school: A practitioner's guide.

3 UNICEF. Back-to-school guide.

4 UNICEF. 2022. Social & behaviour change at UNICEF.

5 See, for example, this leaflet targeting refugee parents in Hungary: UNHCR. 2024. Back to school: Information for refugee parents about school enrollment in Hungary.

to engage directly with parents and children.[6] Invitation cards may be sent to parents who do not send children to school inviting them to meetings with schools and teachers to discuss education.[7] Importantly, refugee inclusion in national education systems can strain resources and cause tensions leading to bullying, harassment, and discrimination in school and in the community. Messaging must be conflict-sensitive, designed to strengthen social cohesion and build welcoming school environments.

3 | Target outreach and communications to reach vulnerable refugee and host-community learners

BTS interventions can provide an opportunity to expand access to marginalized groups. Follow Social and Behaviour Change principles to target messages to encourage marginalized groups to attend school including girls, young mothers, refugee and displaced children and youth, children and young people with disabilities, and others. Include information on resources available to support children's and young people's return to school (such as cash, support services, school feeding, additional training teachers have received). Highlight any changes that have been made to the school environment to make it more welcoming or supportive of marginalized learners. Girls' empowerment (GEM) campaigns can be instrumental in getting children back into school and empowering children and youth to play a major role and can be a flagship component to

social mobilization.[8] Provide information on how to refer child protection concerns.[9]

4 | BTS campaigns should address specific barriers refugee learners may face

BTS campaigns can share information and support refugee families facing issues such as legal barriers, lack of identification, lack of recognized previous learning/equivalency documents, difficulty enrolling due to lack of language proficiency, or being new to the education system.[10] Refugee learners who have faced gaps in their education or who are unfamiliar with the language may need to be referred to specialized services such as bridging programs, language courses, or accelerated learning programs.

5 | Ensure that distribution of school resources is equitable and conflict-sensitive, including vulnerable learners in both refugee and host communities

School supplies may include cash to cover education-related expenses or school kits, which may include school uniforms, books, stationery, or backpacks. Materials should be procured locally, or regionally if necessary.

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6   Petra News Agency. 2014. Jordan launches back-to-school campaign for Syrian children.

7   UNICEF. Back-to-school guide.

8   UNICEF. Back-to-school guide.

9   Global Education Cluster and Global Protection Cluster. 2020. Safe back to school: A practitioner's guide.

10   Türkiye Education Sector Working Group. 2024. 2024. Back to school campaign.

6 | **Increased enrollment must be matched by a commensurate effort to ensure education quality and relevance**

Increased demand for education is not sustainable unless the education system capacity has been strengthened to ensure adequate infrastructure, safe and welcoming school environments, and high-quality relevant learning.[11] An effort must be made to ensure that increased enrollment does not have adverse consequences for existing learners (for example, through overcrowded classrooms or overburdened teachers).

Implementation examples and resources

Countries   Colombia, Iraq (Kurdistan), Jordan, Lebanon, Türkiye, Uganda

Examples at scale   Successful BTS initiatives usually involve the local community in coordination with regional and national actors

Evaluation results   Not available

Information links

UNICEF. 2013. Back-to-school guide: Evidence-based strategies to resume EiE and post-crisis transition

Global Education Cluster and Global Protection Cluster. 2020. Safe back to school: A practitioner's guide

Area experts   UNICEF, UNHCR

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11   UNICEF. 2010. Education in conflict and transition contexts: Case studies from the Democratic Republic of the Congo, Nepal and Southern Sudan.

Provide Cash Grants to Support Education for Refugee Children*

Primary aim
To mitigate the direct, indirect, and opportunity costs related to education

Target groups
Learners whose families cannot afford the direct costs of schooling (for example, uniforms, books, transportation) or opportunity costs of schooling (lost earnings or home labor)

Intervention implementation parameters

$ Cost

Jordan: The No Lost Generation/Min Ila program provided US$20/month for ages 5–9 and US$65/month for ages 10–14; the DANIDA program provided US$100 per child per family per month[1]

Türkiye: CCTE provided 45–90 Turkish Lira [TRY] per month in addition to an additional transfer (100–150 TRY) at the beginning of the school term, depending on grade and gender, conditional on at least 80 percent school attendance in a school month

Human resources

Project management personnel needed from IASC, OCHA, or other coordination mechanism to align intersectoral systems and reduce costs and complexity[2]

Additional resources/materials

Cash transfer programs must connect with existing payment systems[3]

Duration and frequency

Cash transfers are mostly not a one-off intervention but can become part of an overall social protection framework

Delivery modality

Cash is transferred to families through a safe and accessible platform (for example, mobile money, ATM cards)

Implementing agencies

Programs can be managed by government, UN, implementing partners, or connect with existing multi-purpose cash transfer programs

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1   A cost analysis of this program found that cash transfers constituted 52 percent of program costs with 21 percent of program costs being staff costs during the pilot phase. Per-child costs could decrease after program scale-up if beneficiaries can increase without adding personnel (Holla & de Hoop 2023).

2   The World Bank Group. 2016. Cash transfers in humanitarian contexts.

3   In many contexts, e-payments can improve transparency, reduce leakage and decrease costs.

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*This note was produced by the ERICC Helpdesk, with Arianna Pacifico as lead author, and Jeffrey Dow and Danni Falk as quality and technical review.

Overview

Cash transfers can be unconditional and conditional. Unconditional cash transfer programs provide money directly to recipients (individuals or households) and are unrestricted in terms of use.[4] Conditional cash transfers for education require beneficiaries to undertake a specific activity in order to receive assistance (often measured by attendance rate). Cash transfers are widely used in low- and middle-income contexts to address demand-side constraints and improve school participation outcomes, including enrollment, attendance, completion, and dropout rates.[5] However, the evidence on learning outcomes is less clear, for lack of research to support a causal relationship between cash transfers and learning.[6] Cash programming can also be used to facilitate other objectives such as advancing girls' or boys' education, or reducing early marriage or child labor.

In refugee-hosting contexts cash transfers can help lessen the high opportunity cost of education for refugees, support the transition from informal to formal education, motivate families to keep children in school, and increase enrollment.[7] However, in refugee-hosting contexts there are number of factors that can affect the impact of cash transfer programs, including the capacity of the education system to absorb refugee children and youth in schools, the enabling policy environment supporting refugee integration in the education system, safety in and around schools, and the existence of other schooling programs targeting refugees (for example, language training, remedial, and back-up courses).[8]

Concerns have been raised about the sustainability of programs (evidence on the longterm durability of the impact of cash transfers is limited). Enablers of cash transfer sustainability can include program institutionalization, availability of a functional exit strategy, and program acceptability and buy-in.[9]

Key considerations

1 | **Cash assistance programs for refugee inclusion should be integrated with other interventions addressing barriers that are not economic in nature**

Refugees may face multiple protection, cultural, and education service-related barriers to education which may not be addressed by cash transfers (for example, due to legal status, language barriers, motherhood, psychosocial needs, protection risks). In Türkiye the UNICEF-led Conditional Cash Transfer for Education (CCTE) included a child protection component which was triggered if a learner did not meet the 80 percent

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4   This guidance does not cover other cash-like forms of assistance in the education sector such as cash grants to schools or teacher incentives.

5   Snilstveit, B., et al. 2015. Interventions for improving learning outcomes and access to education in low- and middle- income countries: A systematic review. 3ie Systematic Review 24. International Initiative for Impact Evaluation (3ie).

6   Baird, S., Ferreira, F. H., Özler, B., and Woolcock, M. 2013. Relative effectiveness of conditional and unconditional cash transfers for schooling outcomes in developing countries: a systematic review. *Campbell systematic reviews*, 9(1), 1–124.

7   Aygün, Kırdar, Koyuncu, and Stoeffler. 2024; De Hoop, Morey and Seidenfeld. 2021; Moussa et al. 2022.

8   Aygün, A. H., Kırdar, M. G., Koyuncu, M., and Stoeffler, Q. 2024. Keeping refugee children in school and out of work: Evidence from the world's largest humanitarian cash transfer program. *Journal of Development Economics*, 103266.

9   Owusu Addo, E., et al. 2023. Sustainability of cash transfer programs: A realist case study. *Poverty & Public Policy*, 15(2), 173–198.

attendance requirement. Evaluation data found higher rates of school attendance in provinces with child protection programming, suggesting that child protection visits may prevent and respond to risks children face and facilitate access to education and other necessary social services.[10]

2 | **Evidence on the use of conditional versus unconditional cash transfers for EiE is mixed, with both types of interventions yielding results in terms of increased enrollment and attendance[11]**

Unconditional transfers cost less per beneficiary.[12] Furthermore, conditionalities may penalize the most vulnerable learners who may be unable to comply with conditions due to distance, disability, discrimination, or extreme poverty. Programs can also be designed with a "soft conditionality" approach so that failure to meet conditions triggers additional services such as child protection interventions, or more information about how to meet the program conditions. Contextual factors such as the fluidity of the crisis context, the absorptive capacity of the school system, as well as the cost of monitoring conditionalities (a key challenge for conditional cash transfer programs), need to be taken into consideration when deciding which approach to use.

3 | **Transfer values should be based on a needs assessment that considers the direct and indirect costs of schools and program objectives**

Programs objectives may include addressing child marriage, incentivizing girls' education, and so on. Where possible, values should be calculated on a per child basis to ensure the needs of all school-age children in the household are taken into account. There is limited evidence on the comparative impact of higher or lower transfer values on educational outcomes.[13]

4 | **Cash transfer amounts may need to be adjusted based on gender, age, disability status, and over time**

Adolescents and youth attend school less regularly than younger children in part due to the higher opportunity cost of education. A larger transfer amount, top-up payment, or additional support and incentives may be needed to promote regular attendance.[14] Higher transfer amounts based on gender vulnerabilities may encourage boys' or girls' school participation. Also, higher transfer amounts may be required for children with disabilities to meet additional costs (for example, related to health, assistive devices, transport). Finally, the value of cash transfers may need to be adjusted over time to account for market price changes.

5 | **Linking cash transfers for refugees with existing government social safety nets can support a coherent response for**

10   Ring, H., et al. 2020. Program Evaluation of the Conditional Cash Transfer for Education (CCTE) for Syrians and Other Refugees in Turkey. AIR.

11   Cristescu, D. 2019. Cash and Voucher Assistance for Education in Emergencies: Synthesis Report and Guidelines. Global Education Cluster.

12   Mikulak, M. 2018. Cost-effectiveness in humanitarian work: Cash-based programming. UK DfID.

13   Bastagli, Francesca, et al. 2016. "Cash transfers: what does the evidence say." A rigorous review of program impact and the role of design and implementation features. London: ODI 1.7: 1.

14   Cristescu. Cash and Voucher Assistance for Education in Emergencies.

refugees and potentially increase sustainability of cash transfer outcomes[15]

To support refugee access to education, cash transfers for education will ideally supplement a larger transfer intended to cover basic needs—so that the education-related transfer is used for its intended purpose.[16] Expanding existing national cash transfer programs (or mirroring them for refugees through nonstate channels) can facilitate host government engagement and build on and adapt design features, rules and regulations to meet the needs of refugee families. Such linkages can be a part of longer-term strategies to provide better services to vulnerable refugee families and foster their self-reliance.

6 Ensure cash transfers programs are conflict-sensitive and do no harm

Distributing cash in resource-scarce environments can introduce or exacerbate safety risks, especially for women and girls. Gender-based violence (GBV) risk analysis, mitigation measures, and ongoing monitoring of safety considerations can ensure transfers safely reach the targeted population and meet the programmatic objectives.[17] Evidence suggests that the risks associated with cash transfers (for example, theft, diversion, corruption, misuse by beneficiaries) are limited and no worse than for in-kind assistance.[18] The criteria for cash transfer eligibility should be transparent and clearly communicated in a way that does not exacerbate tensions

at the school, community, or national levels; this may require providing benefits to both refugee families and under-resourced host communities.

Implementation examples and resources

Countries		Cash transfer programs targeting refugees for inclusion in national education systems: Egypt, Jordan, Kenya, Lebanon, Peru, South Sudan, Türkiye, Uganda
Examples at scale		In Türkiye the Conditional Cash Transfer for Education (CCTE) program extended an existing government program to vulnerable refugee families reaching 1.8 million refugees as of 2021;[19] the program has been largely successful and garners institutional support at the national ministry level; however, there are concerns around financial sustainability and that cessation of the program could reverse educational gains
Evaluation results		Not available
Information links		Cristescu, D. 2019. Cash and Voucher Assistance for Education in Emergencies: Synthesis Report and Guidelines DG ECHO. 2019. Joint donor statement on humanitarian cash transfers The World Bank Group. 2016. Cash transfers in humanitarian contexts
Area experts		Jacobus de Hoop, World Bank: jdehoop@worldbank.org

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15   Cristescu. Cash and Voucher Assistance for Education in Emergencies.

16   Cristescu. Cash and Voucher Assistance for Education in Emergencies.

17   UNICEF (n.d.). Making humanitarian cash transfer programming safer and more accountable to women and girls.

18   Idris, I. 2017. Conflict-sensitive cash transfers: Unintended negative consequences. UK DfID.

19   Aygün et al. Keeping refugee children in school and out of work.

Distribute School Kits or In-Kind Support*

Primary aim
Reducing the financial burden of education, making sure learners have the school materials they need to attend school and learn

Target groups
Refugee and host-community learners for whom the direct costs of education represent a barrier to access

Intervention implementation parameters

$ Cost
Costs vary widely based on the context and constitution of the education kit; in Lebanon a school kit that contained basic grade-appropriate stationery costs US$6 per student;[1] in Iraq, a kit that contained 50 stationery items, a uniform, school shoes, sports clothes, and sports shoes costs $46–79 per student[2]

Human resources
Project management personnel, supply chain managers, MEAL personnel

Additional resources/materials
School kit supplies, shipping costs, administrative costs

Duration and frequency
Distribution usually takes place before the start of the school year, but services can be in place year-round to support OOSCY and learners on the move

Delivery modality
School kits can be distributed to families at school, in an alternative safe and accessible venue, or linked to back-to-school campaign activities

Implementing agencies
UNICEF, UNHCR, or NGOs working with Ministries of Education

Overview

The distribution of school kits or in-kind (material) support is a widespread practice in low-income, crisis and refugee contexts to reduce the cost of education and support education access and learning. School kits may include a backpack, pens, various notebooks and stationery items. Supplies must be grade-appropriate, for example, students in primary school may receive drawing materials (for example, colored pencils, crayons). Basic

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1   UNRWA. 2010. UNRWA and UNICEF distribute back-to-school kits to Palestinian students in Lebanon.

2   UNHCR. 2008. UNHCR distributes school supplies to Iraqi refugees in Damascus.

*This note was produced by the ERICC Helpdesk, with Arianna Pacifico as lead author, and Jeffrey Dow and Danni Falk as quality and technical review.

clothing needs may also be included such as a uniform, school shoes, sports clothes, and sports shoes.[3]

There is very limited evidence on the impact of school kit distribution on access and learning in contexts of forced displacement[4] but there is general agreement that the distribution of school kits is one way to reduce the direct cost of schooling and reduce barriers to enrollment. Household education costs, such as for uniforms, books, transportation and school supplies, are a well-documented barrier to education and prevent refugee access to national systems including in Colombia,[5] Jordan,[6] and Uganda.[7] This is a widespread challenge especially in lower- and lower-middle-income countries where more than one-third of total education spending is from households.[8] Although these demand-side constraints are not unique to refugee families, they are exacerbated in communities where refugees are not allowed to enter formal employment and poverty levels are high.

Key considerations

These good practices draw on documentation from crisis and refugee contexts:

1 | **Develop school materials and logistics strategies based on needs assessments and preparedness and response plans in coordination with government officials**

Needs may shift depending on the emergency context, for example during the COVID-19 pandemic, masks and hand sanitizer were distributed as part of school kits in many locations. In Malawi and South Sudan, material assistance also included radios to support distance learning through radio lesson broadcasts.[9] Needs assessments may inform advocacy to adjust school material requirements in ways that may improve school access. For example, in Cameroon advocacy carried out with Ministry of Education officials resulted in refugee children being allowed to attend school without having to wear school uniforms.[10]

2 | **Ensure school materials distributions are conflict-sensitive and include both refugee and vulnerable host-community learners**

Supplies must be distributed through a fair and transparent process across all vulnerable groups in the community in a

3   UNHCR. 2008. UNHCR distributes school supplies to Iraqi refugees in Damascus.

4   Burde, D., et al. 2015. What works to promote children's educational access, quality of learning, and well-being in crisis-affected contexts. Education Rigorous Literature Review, UK DfID.

5   Coombes, A., Garcia, M., de Hoop, T., and Holla, C. 2023. *Forced Displacement and Education: Building the evidence for what works—Colombia case study.* World Bank Group.

6   Culbertson, S. et al. 2016. Evaluation of the emergency education response for Syrian refugee children and host communities in Jordan. RAND Corporation.

7   Tulibaleka, P. O. 2022. Refugee Education: Refugees' Perceptions of Educational Challenges in Uganda. *International Journal of Educational Administration and Policy Studies*, *14*(1), 38–45.

8   World Bank and UNESCO. 2023. Education finance watch 2023.

9   UNHCR. 2021. UNHCR–Educate a Child program.

10   UNHCR. 2021. UNHCR–Educate a Child program.

way that considers conflict dynamics and avoids contributing to tensions between groups both inside and outside of schools.[11]

3 Support local supply chains and markets through the procurement of local/regional school materials[12]

Assess local or regional markets to identify the best sourcing options, rather than assuming a broad national assessment of sourcing solutions will be the most appropriate or effective. Ensure all educational products meet relevant minimum quality standards. Consider UN Procurement strategic objectives in school kit sourcing including fairness, integrity and transparency through competition, economy and effectiveness, and best value for money.[13]

4 Prioritize sustainable procurement, supply, and logistics arrangements[14]

Apply low-carbon and eco-responsible procurement considerations whenever possible to minimize impact on the local environment. This may include prioritizing suppliers who manufacture environmentally friendly products, packaging, and transportation.

5 Consider menstrual hygiene materials (MHM) as an essential school resource

Access to safe and dignified menstruation is a fundamental need for women and girls. If it is not met, this can be barrier to school attendance, causing girls and young women to miss out on their education.[15] Consultation with girls and women is essential to understand the needs, the range of materials that are available, which ones are preferred for use at school, and what common practices exist around their use. As direct supply assistance is unsustainable over the longer term, consider strengthening state, market, and community systems that can sustainably supply MHM over time. For example, advocate for legislation requiring public funding for MHM in schools, or work with local school management committees (SMCs) as needed to develop a local recurrent fundraising mechanism to provide MHM through schools.[16]

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11   For more on conflict-sensitive resource distribution, see: INEE. 2013. INEE Guidance note on conflict sensitive education.
12   As outlined in UNICEF. 2022. Core commitments for children.
13   UN Global Marketplace. (n.d.). Supplying the UN System.
14   UNICEF. 2022. Core commitments for children.

15   UNICEF. 2013. Guide to Menstrual Hygiene Materials.
16   See previous footnote.

Implementation examples and resources

Countries

Armenia, Chad, Lebanon, Syria, Türkiye

Examples at scale

School kits have been distributed to high volumes of learners (for example, UNRWA distributed kits to 38,619 refugees in Lebanon in 2014);[17] however, school kit distribution efforts are most often one-off efforts, dependent on the availability of resources

Evaluation results

Not available

Information links

Not available

Area experts

UNICEF, UNHCR

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17   UNRWA. 2010. UNRWA and UNICEF distribute back-to-school kits to Palestinian students in Lebanon.

Extend School Health and Nutrition (SHN) Programs*

Primary aim
Increasing enrollment and retention, better learning, and improved nutrition through the provision of school feeding and health and well-being services

Target groups
School-aged children and youth with benefits for the broader school environment including parents, families, and the wider local community

Intervention implementation parameters

$ Cost
Costs vary widely by country, extent of services, and delivery modality;[1] in low- and middle-income countries, costs for a standardized 401 kcals cost on average US$41 per child per year;[2] for costing information in refugee hosting contexts including Burkina Faso, Lebanon, Chad, Rwanda see UNHCR 2022

Human resources
Food management committees (FMCs); cooks & kitchen personnel; nutritionists & health partners; staff to support hygiene & food safety training for cooks & cleaners; logistics, transportation, MEAL staff

Additional resources/ materials
Construction/rehabilitation of school kitchen infrastructure, safe food storage, serving & dining area, WASH facilities, supply chain (procurement, transport, and delivery of food, water, soap, and fuel). Additional costs may be related to the set-up and maintenance of healthy school physical environment (for example, WASH facilities, safe infrastructure, well-lit classrooms, adequate space for play, adapted infrastructure, and materials for students with disabilities)

Duration and frequency
Develop programs with sustainability in mind: (a) Promote self-reliance—develop local food production and local economies;[3] (b) transition towards implementation arrangements and cost structures aligned with government systems; earmarked tax revenue dedicated to support SHN may support this effort

Delivery modality
School-based health and well-being interventions/ learning opportunities, on-site meals/snacks, and take-home rations through the national education system

Implementing agencies
Government, UN, and INGOs, School Management Committee (SMC), eFMC,[4] Refugee Education Working Group

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1   SHN programs have the potential to provide a wide range of individual and social benefits. As such, cost-benefit analysis should be viewed from the perspective of their multi-sectoral returns (e.g., to public health, human capital, social protection and economic returns.) See: Verguet, S. et al. 2020. The broader economic value of school feeding programs in low-and middle-income countries: estimating the multi-sectoral returns to public health, human capital, social protection, and the local economy. *Frontiers in Public Health*, 8, 587046.

2   Researchers found the average program costs of US$41 and median costs of US$29 (min. = 8.6, max. = 270) per child per year, see: Kristjansson, E. A. et al. 2016. Costs, and cost-outcome of school feeding programmes and feeding programmes for young children. Evidence and recommendations. *International Journal*.

3   UNHCR and WFP. 2022. Considerations for programming: School feeding programmes in refugee settings.

4   FMCs ensure that all relevant stakeholders are engaged to plan and follow up on issues specifically related to school meals. For more information, see UNHCR and WFP. 2022. Considerations for programming: School feeding programmes in refugee settings.

*This note was produced by the ERICC Helpdesk, with Arianna Pacifico as lead author, and Jeffrey Dow and Danni Falk as quality and technical review.

Overview

School health and nutrition (SHN) programs aim to protect and promote the physical and mental health, nutrition, well-being and development of school-age children and youth through coordinated and comprehensive strategies, activities, and services that are integrated and sustained within the education system.[5] Essential school-level elements of SHN policies include: (a) Education for health and well-being through skills-based curricula and extracurricular activities; (b) a physical and socioemotional environment that is safe, inclusive and conducive to health, well-being and learning, including access to adequate WASH services and; (c) school feeding services that provide healthy school meals and effective health interventions.

The objectives of SHN programs vary depending on the context but can include a combination of education, food security, health, well-being, and nutrition outcomes. Possible objectives may include increasing access to education, improving learning, meeting basic food needs, improving nutrition (for example, diet diversity), gender equality (for example, increasing attendance for girls) and household safety-net and livelihood opportunities (for example, creating jobs, improving livelihood opportunities for women, providing a safety net for families, resource transfer to households).[6] In addition, health services may be included such as oral health promotion, vision screening and treatment, malaria control, sexual and reproductive health services, and menstrual hygiene management.

Evidence from low- and middle-income contexts suggests that SHN interventions are one of the most reliably effective ways to improve school enrollment, attendance,[7] persistence, and health outcomes.[8] Large numbers of children miss school, or do not learn at school, due to largely preventable and treatable illnesses and malnutrition.[9] A meta-analysis of 16 experimental and quasi-experimental studies that evaluated the effect of a school feeding programs in ten low- and middle-income countries found significant effects on school attendance.[10] For example, evidence from Colombia found school meals reduced the dropout rate (between 10–25 percent), reduced grade repetition (between 7–13 percent), and increased high school completion rates (by 39 percent).[11] Other health interventions can play a critical role in ensuring children are able to learn, for example, through: (1) Malaria prevention interventions (62 percent reduction in absenteeism) and hand-washing promotion (21–61 percent reduction in absenteeism in low-income countries);[12] (2) free vision screening and glasses (5 percent higher probability of passing

5   UNESCO, GPE, FAO, UNICEF, UNSCN, World Bank, WFP, and WHO. 2020. Stepping up effective school health and nutrition: A partnership for healthy learners and brighter futures.
6   UNHCR and WFP. Considerations for programming.
7   Global Education Evidence Advisory Panel (GEEAP). 2023. Cost-effective approaches to improve global learning.
8   Wang, D., Shinde, S., Young, T., and Fawzi, W. W. 2021. Impacts of school feeding on educational and health outcomes of school-age children and adolescents in low-and middle-income countries: A systematic review and meta-analysis. Journal of global health, 11.
9   UNESCO et al. Stepping up effective school health and nutrition.
10   Snilstveit, B., et al. 2015. Interventions for improving learning outcomes and access to education in low-and middle-income countries: a systematic review. 3ie Systematic Review, 24.
11   Collante Zárate, S., Rodríguez Orgales, C., and Sánchez Torres, F. 2024. The Power of a Meal. School Feeding and its Educational Effects: Evidence from Colombia. Documento CEDE No. 24.
12   Bundy, D. A. P. et al. 2018. Optimizing Education Outcomes: High-Return Investments in School Health for Increased Participation and Learning. World Bank.

reading and mathematics exams)[13] and; (3) reduction in inequities in access to learning as poor health and malnutrition often intersect with other factors (for example, migration status, poverty, gender).[14]

There is a strong economic case for SHN programs. A multi-sectoral analysis suggests that the overall benefits of school feeding are several times greater than the returns to public health alone, and that the overall benefit-cost ratio of school feeding programs could vary between 7 and 35, with particular sensitivity to the value of local wages.[15] This includes human capital returns from health and nutrition, education, social protection benefits and gains to local agricultural economies. Home-grown approaches to school feeding, for example, are seen as mechanisms for creating sustainable markets for local crop production, processing, and procurement that can trigger rural development and benefit not only learners but households, small farmers, processors, traders, and governments.[16]

On the other hand, hunger and malnutrition represent significant risk to human capital development. In low- and middle-income countries, about 300 million schoolchildren have iron-deficiency anaemia, causing them to lose around six IQ points per child;[17] and

about 73 million primary schoolchildren in low and middle-income countries go to school hungry.[18] These conditions translate into loss of learning, grade repetition, and the equivalent of between 200 million and 500 million schooldays lost because of ill health each year.[19]

Key considerations

These good practices draw from evidence across crisis low-income, and refugee-hosting contexts:

1 | **Formalise SHN programs including school feeding within national policy frameworks and processes[20]**

In order to promote long-term sustainability of SHN and school feeding programs for refugee and host community learners in national education systems they should be integrated in national laws, regulations, and policies. Policy approaches may vary from integrating SHN within broader education, health, and nutrition policy frameworks or developing specific SHN polices including the development of national standards for health promoting schools.[21] Advocacy, policy guidance, and evidence-based discussions with national and international

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13   Glewwe, P., Park, A., and Zhao, M. 2016. A better vision for development: Eyeglasses and academic performance in rural primary schools in China. *Journal of Development Economics*, *122*, 170–182.

14   UNESCO, UNICEF, WFP, FAO, GPE, and WHO. 2023. Ready to learn and thrive: School health and nutrition around the world.

15   Verguet, S., et al. 2020. The broader economic value of school feeding programs in low-and middle-income countries: estimating the multi-sectoral returns to public health, human capital, social protection, and the local economy. *Frontiers in public health*, *8*, 587046.

16   FAO & WFP. 2018. Home-grown school feeding. Resource Framework.

17   Bundy, D.A.P. et al. 2018. Re-Imagining School Feeding: A High-Return Investment in Human Capital and Local Economies. World Bank.

18   Drake, L. J. et al. 2020. Establishing global school feeding program targets: How many poor children globally should be prioritized, and what would be the cost of implementation?. *Frontiers in public health*, *8*, 530176.

19   The International Commission on Financing Global Education Opportunity. 2016. The Learning Generation: Investing in Education for a Changing World.

20   WHO and UNESCO. 2021. Making every school a health-promoting school: Global standards and indicators for health promoting schools.

21   UNESCO et al. Ready to learn and thrive.

stakeholders to prioritize school feeding may play a critical role in the institutionalization of SHN and school feeding programs.[22]

2 | SHN programs require multi-year, predictable financing to enable proper planning and the sustainability and continuity of programs

Multi-year financing can be complemented with explicit cost-sharing or handover strategies between donors and government early on to support the gradual national ownership of SHN programs. Strategies should be built on robust costing analysis, address both refugee and host community learners needs, and cover who is responsible for what components of SHN and school feeding programs. Importantly, cost-sharing/handover strategies should be in line with the long-standing principle of equitable and predictable international responsibility sharing for refugee hosting.[23]

3 | SHN programs require multi-stakeholder multisectoral collaboration to deliver a comprehensive, integrated package under the leadership of the government in partnership with UN agencies and NGOs

Given the complex, interconnected and cross cutting nature of SHN and school feeding programs, these should be designed, implemented, and monitored in tandem with other initiatives and sectors as appropriate including: Food and agriculture, local

development, WASH, energy & environment, child protection, sexual and gender based violence, nutrition & public health and food security.[24] In many refugee-hosting contexts, school-feeding can be one of many interventions through the national education system including deworming, vaccination, WASH, and HIV awareness. As such, it is critical to at least ensure consultation with the coordinating bodies for key sectors including health and food security.

4 | At the community level, strong participation and ownership by parents, teachers and the local community increase the quality, sustainability, accountability and local oversight of school feeding programs[25]

For example, Brazil's National School Feeding Programme (PNAE) aims to purchase at least 30 percent of the food for school meals from local small-scale farmers with procurement procedures that facilitate farmers' participation.[26] Local communities (SMCs, PTAs, village leaders, women's groups, farmer associations, and student groups) can help facilitate daily activities, ensure programmes respond to local needs, and support the program through in-kind or financial support.

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22 WFP. 2009. Learning from experience: Good practices from 45 years of school feeding.

23 For example, see: United Nations General Assembly (UNGA). 2018. The Global Compact on Refugees, 17 December 2018. United Nations.

24 UNHCR and WFP. Considerations for programming,

25 WFP. Learning from experience.

26 FAO and WFP. 2018. Home-Grown School Feeding. Resource Framework. Technical Document.

5 **Foster a climate change responsive approach to school feeding**[27]

Increases in climate variability are already having effects on agricultural systems. For example, increasing extreme weather (for example, floods, drought, heat) can have serious repercussions on agricultural production and rising carbon dioxide concentrations are being linked to decreases in micronutrient densities of some staple crops. Further, 85 percent of cooking fuel in rural refugee settings is firewood, often unsustainably sourced.[28] Climate-sensitive practices may include strategies to reduce the length of supply chains, identify clean and efficient cooking energy, develop shock-responsive programs, support local agriculture, and reduce waste.[29]

6 **School feeding programs must meet food safety and quality standards**

Food safety refers to the conditions and practices that ensure food does not cause harm from the way it is procured, transported, handled, prepared, served, and consumed. This requires appropriate school kitchen infrastructure which are well equipped with sufficient water supply for handwashing, cooking food, and cleaning facilities and utensils. For more information on operational requirements for school feeding, see UNHCR and WFP 2022.

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27   WFP. 2020. A chance for every schoolchild: Partnering to scale up school health and nutrition for human capital.

28   UNHCR and WFP. 2022. Considerations for programming.

29   For guidance on environmental sustainability and school feeding see: Batistela dos Santos, E., et al. 2022. Sustainability recommendations and practices in school feeding: a systematic review. *Kompass Nutrition & Dietetics, 2*(2), 83–102.

Implementation examples and resources

Countries
Algeria, Burkina Faso, Cameroon, Central African Republic, Colombia, Ethiopia, Jordan, Kenya, Lebanon, Mauritania, Niger, and Rwanda

Examples at scale
Almost every country in the world provides some type of SHN and school feeding to its school children (see evaluation results below); fifty-nine governments have used the World Bank's Systems Approach for Better Education Results (SABER) policy tool to design and assess their national school-based health and nutrition programs at scale

Evaluation results
Cameroon, Colombia, Ethiopia, Iran, Lebanon, Liberia, and Rwanda

Information links
UNHCR and WFP. 2022. Considerations for programming: School feeding programmes in refugee settings

WHO and UNESCO. 2021. Making every school a health-promoting school: Global standards and indicators for health promoting schools

UNESCO, GPE, FAO, UNICEF, UNSCN, World Bank, WFP, and WHO. 2020. Stepping up effective school health and nutrition: A partnership for healthy learners and brighter futures

Area experts
School Meals Coalition, WFP, UNHCR, WHO, UNESCO, UNICEF

Provide Remedial or Catch-up Programs*

Primary aim
Offering children and youth access to a short-term transitional program to learn content missed because of disruption and enable re-entry to the formal system

Target groups
Children and youth out of school for approximately 3–12 months who had been actively attending school prior to an educational disruption

Intervention implementation parameters

Cost
Not available

Human resources
Teachers/teaching assistants, school administrators, teacher professional development (TPD) facilitators, and support staff

Additional resources/ materials
Teacher compensation, benefits, TPD costs including continuous support costs; monitoring, evaluation, and learning costs; facilities costs; and administrative costs

Duration and frequency
Catch-up programs often span one school year (6–12 months), condensing roughly one year of learning into six months, after which learners are eligible to enroll in formal education

Delivery modality
Catch-up programs can be implemented in a range of formal and nonformal education settings, in different levels and grades[1]

Implementing agencies
Catch-up programs can be implemented by Ministries of Education (MoE) during nationwide crises or by NGOs, community, faith-based organizations, and other stakeholders to support specific groups (for example, marginalized learners, refugees, or IDPs)

Overview

Catch-up programs are short-term transitional education opportunities for children and youth who had been actively attending school prior to an educational disruption. The program provides students with the opportunity to learn content missed because of the disruption and supports their re-entry to the formal system. The objectives are to: (a) recover lost learning, (b) acquire skills missed during the disruption, (c) resume education from the point they would be if the disruption had not occurred, and (d) transition

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1   AEWG. 2020. Catch-up programs: 10 principles for helping learners catch up and return to learning.

back into the educational level they were at prior to the disruption.[2] Catch-up programs differ in important ways from accelerated education programs (AEPs), which target over-age children and youth who have been out of school for more than two years and who need to complete the primary curriculum to transition into a higher educational level (see AEP note).

While catch-up programs are widely considered to be an important intervention for learners whose education has been disrupted, there is not much research and evidence on their impact in general, and even less looking in particular at refugee-hosting contexts of national inclusion.

Key considerations

Ten principles for catch-up programs:[3]

1 | **Catch-up programs should meet the holistic needs of learners whose education was disrupted**

Communities should be consulted to conduct a rapid assessment to identify barriers to a resumption of education. This can include understanding refugee and host-community learners' academic, linguistic, economic, health, psychosocial, and safety needs. Back-to-school campaigns should provide communities with information and facilitate access to the appropriate programs for their children (see back-to-school campaign note).

2 | **The learning environment must be physically and emotionally safe, and emergency prevention, preparedness, and response plans in place**

Engage learners, educators, caregivers, and communities in developing flexible school reopening plans aligned with national and international guidelines, noting that dates and processes may be adjusted according to crisis developments.[4]

3 | **Prioritize the knowledge and skills learners need to succeed in the next grade level or the next phase of education**

The catch-up program curriculum is a condensed one; therefore prioritize content that will ensure learners remain on grade level for their age by covering essential prerequisite skills while integrating and reinforcing grade-level knowledge and skills. Allocate sufficient time, personnel, and funding to condense the curriculum. Ensure involvement of relevant stakeholders (for example, Ministry of Education, national curriculum centers, teachers) to ensure the curriculum is approved and covers all key content. Consider the inclusion of language skills, social-emotional learning, as well as health and safety skills as needed.

4 | **Adapt the instructional time, delivery modality and examinations to help learners catch up**

For example, catch-up programs may add instructional time by extending the school day or year, asking learners to return from holiday early, study on weekends, or have shortened

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2 AEWG. Catch-up programs.

3 The 10 principles for catch-up programs as developed by the Accelerated Education Working Group (AEWG), incorporating evidence from low-income, crisis and displacement contexts.

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4 See UNESCO, UNICEF, World Bank, World Food Program, and UNHCR. 2020. Framework for Reopening Schools.

mid-semester breaks. Extending instructional time may help learners gain the skills they missed in the extra time. Distance learning (for example, by radio, SMS, television, take-home materials) can also be used to supplement in-person instruction. Consult with key stakeholders to ensure modifications meet the needs of refugee and host-community learners and do not marginalize some learners.

5 | Apply best practices in learner-centered pedagogy to help accelerate the acquisition of knowledge and skills

This requires assessing learners' levels in key competency areas and providing differentiated instruction for learners who are struggling and those who are more advanced. For guidance on adapting curriculum, instructional time, and pedagogical strategies to support accelerating learning, see: Reigniting learning: Strategies for accelerating learning post-crisis (USAID 2020).

6 | (Re)engage teachers and support their well-being[5]

Teachers in crisis or conflict-affected areas, or where education is disrupted, may have also faced negative impacts on their economic, physical, social, emotional, and spiritual well-being. Therefore, their holistic well-being must be supported to enable them to return to teaching effectively. This can mean recruiting new educators (ensuring equitable representation of women, minority groups, teachers with disabilities), ensuring responsibilities are feasible and adequately compensated.

In contexts of teacher shortages, volunteers, parents, tertiary education students, and strong students (with teacher support and mentoring) may be recruited to teach catch-up programs.[6]

7 | Ensure teachers have the capacity and resources to re-engage all learners and implement the catch-up program

A rapid assessment may be used to identify a teacher's knowledge of and ability to implement the condensed curriculum and learner-centered pedagogy and provide differentiation and remediation. Pre-service, in-service, and continuous teacher professional development (TPD) should cover engaging learners, teaching a condensed curriculum, using learner-centered pedagogy, facilitating distance learning, and providing differentiation and remediation[7] (See TPD note).

8 | Keep learners, families, and communities informed, consulted, engaged, and accountable

Catch-up programs need family and community support to re-engage learners, ensure enrollment and attendance, and help learners succeed academically and socio-emotionally.

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5   Falk, D., Varni, E., Johna, J. F., and Frisoli, P. 2019. Landscape review: Teacher well-being in low resource, crisis, and conflict-affected settings. *Education Equity Research Initiative*.

6   Ministry of Education and Science Ukraine and UNICEF. 2023. Guidelines for implementation of catch-up programs.

7   See INEE. 2016. Teachers in Crisis Contexts Training for Primary School Teachers.

9 **Ensure that catch-up programs are recognized by and aligned with the national education system and have clear transition pathways to formal education.**

All catch-up programs, formal or non-formal, should be aligned with and recognized by the national education system, ensuring they meet national curriculum standards and learning outcomes. This is especially important in contexts of refugee inclusion so that catch-up classes facilitate transition into the host country education system. Collaborate with appropriate ministries to ensure all learners who are in candidate classes/at the end of a level can register for and sit national exams.

10 **Integrate catch-up programs into the national education system and relevant humanitarian architecture to ensure their quality and sustainability**

Regardless of whether programs are implemented by MOE or NGOs, they should work toward progressive integration with national education strategies, policy, financing, management and MEAL systems.

Implementation examples and resources

Countries		Cambodia, Central African Republic, Ghana, Jordan, Mali, Rwanda, Ukraine, Zimbabwe
Examples at scale		Although catch-up programs have been implemented across a wide range of crisis contexts, there is little evidence available on the impact, scale, or cost-effectiveness of these initiatives
Evaluation results		Not available
Information links		AEWG. 2020. Catch-up programs: 10 principles for helping learners catch up and return to learning
Area experts		Martha Hewison (UNHCR) Chair of INEE AEWG: martha.hewison@inee.org

Offer Accelerated Education Programs (AEPs) for Out-of-School Children and Youth*

Primary aim
Providing accredited learning opportunities which afford entry or reentry into the formal education system

Target groups
Out-of-school children and youth (OOSCY), typically ages 10–18, who have not been reached effectively by the formal system. They may be over-age, underprepared or unfamiliar with the language of instruction.

Intervention implementation parameters

$ Cost
The *Accelerated Education Evidence Review* provides information on cost per beneficiary, noting however that these costs are not comparable due to differences in methodology;[1] in Congo, the VAS-Y Fille! program cost between US$220–290 per beneficiary; in Burkina Faso, Mali, and Niger, Speed Schools cost US$132 per beneficiary. Myanmar's Non-formal Middle School Equivalency Programme cost US$433 and Oxfam's Alternative Learning Programme in South Sudan cost US$167 per beneficiary

Human resources
Teachers providing AEPs should be recruited from target geographic areas, build on learners' culture, language and experience and ensure gender balance; provide pre-service and in-service teacher professional development[2]

Additional resources/materials
Training for facilitators, recurrent materials and textbooks, management and operational costs, and procurement of laptops and equipment required for vocational training

Duration and frequency
AEP rates of acceleration range from covering 1.25 to 3 years of the curriculum in one year; most commonly, AEPs cover two grades of the primary curriculum in one year[3]

Delivery modality
AEPs should be held in safe learning spaces close to learners with adequate WASH facilities, furniture, and teaching and learning materials; can be in host-community schools[4]

Implementing agencies
AEPs are often implemented by UN or NGO actors but are increasingly part of education sector plans

Overview

AEPs are widely used in refugee contexts to support enrollment, retention, completion and learning outcomes of out-of-school refugee children and youth.[5]

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1   AEWG. 2020. Accelerated Education Evidence Review.
2   AEWG. 2017. Guide to the Accelerated Education Principles.

*This note was produced by the ERICC Helpdesk, with Arianna Pacifico as lead author, and Jeffrey Dow and Danni Falk as quality and technical review.

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3   AEWG. 2017. Guide to the Accelerated Education Principles.
4   AEWG. 2017. Guide to the Accelerated Education Principles.
5   Aras & Yasun, 2016; Henderson, Mansour & Hough, 2023; UNHCR, 2019c

Key considerations

Learning from country experiences points to the importance of a staged path to strengthening AEP alignment with national systems across the nine dimensions below, based on need and readiness:[6]

1 | AEP Goals

The goal of AEPs is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match learners' level of cognitive maturity. The objectives of an AEP may be to: (a) transition to the formal education system to continue their education; (b) enter a TVET program; or (c) move directly into the workforce with certified literacy and numeracy skills in place.[7] For refugees, promising practices include: engaging refugees' home language alongside support for host-country language acquisition,[8, 9] and raising awareness of the educational resources available and providing strategies for accessing them.[10]

2 | Equity and inclusion

This involves the deliberate choice of strategies to remove barriers to enrollment and completion, which may be different across marginalized groups. Effective AEPs continuously engage refugee families and host communities to ensure the AEP is a workable learning option for OOSCY in the community. In crisis contexts, many AEP students are caregivers, heads of households, and parents and may require early childhood education (ECE) services connected to AEP programs[11] as well as flexible class times and locations.[12]

3 | Curriculum[13] and calendar

AEPs use a condensed age-appropriate curriculum—aligned with the national curriculum and ideally following it closely. This would ideally include clear transition pathways into formal schools focused on foundational skills in key subjects, notably literacy, numeracy, and SEL. AEPs provide essential content, as agreed by curriculum experts, and minimize repetition. Community consultation helps ensure schedules are responsive to local conditions.

4 | Assessment and certification

Program completion is marked by certification sanctioned by the national Ministry of Education (MoE), and enables the transition to formal school, additional training, or employment.

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6   Education.org. 2022. Accelerated education programs: An evidence synthesis for policy leaders.

7   Shah, R. and Choo, W. 2020. Accelerated Education Evidence Review: Strengthening the evidence base for accelerated education. AEWG.

8   Trudell, B., Nannyombi, P., and Teera, L. 2019 (in partnership is SIL Africa). A bridging program for refugee children in Uganda: Perspectives and recommendations. *SIL Africa*, 1–40.

9   The AEWG recommends that AEP teachers teach in the mother tongue or home language of learners to help learners gain durable literacy and master content more easily. This is consistent with overwhelming evidence that learning to read first in the mother tongue improves students' literacy in other languages later.

10   Sommers, M., and Nasrallah, M. I. 2024. Lost Opportunity: Education for out-of-school youth in emergency and protracted crisis settings. NORCAP.

11   Oddy, J. 2022. Accelerated Education in the Democratic Republic of Congo, South Sudan, Tanzania, and Uganda. AEWG.

12   Accelerated Education: 10 principles for effective practice.

13   For guidance on AEP curriculum development see AEWG. 2021. Condensing a Curriculum for Accelerated Education.

If AEP students sit for national examinations, AEP calendars and national examination dates should match up.

5 | Monitoring and evaluation, and EMIS

Program data ideally should be collected and integrated systematically into the MoE's Education Management Information System (EMIS).[14] The education needs of forcibly displaced populations differ based on legal status, gender, age-group and disability, necessitating data collection with adequate levels of data disaggregation. Program effectiveness should be regularly monitored, such that the data is used to assess and improve the program, and ultimately the pertinent policies.

6 | Teacher sourcing and development

Gender-balanced recruitment of teachers from the refugee community carries benefits, including closer family and community engagement and the ability to build on learners' culture, language and experience.[15] Ongoing teacher support is a central tenet of effective AEPs, whether teachers are community volunteers with little or no teaching experience, or certified formal school teachers, who also serve as AEP learning facilitators. This can include supervisor support, teacher working groups, and teacher learning circles (TLCs).

7 | Pedagogy

Effective AEPs employ learner-friendly pedagogical approaches to make classrooms welcoming, encourage enrollment and attendance, and improve learning. To increase effectiveness, AEPs generally have class sizes of no more than 40 learners. Consider Teaching at the Right Level (TaRL) approaches including (a) regular assessments to determine students' learning levels, (b) reorganizing classrooms into temporary, skill-based groups, and (c) delivering targeted instruction using appropriate learning materials and teaching strategies.[16]

8 | Teacher compensation

Rates vary by funding source and local or national regulations. Timely and fair compensation reduces teacher turnover. It is critical to promote recruitment and retention of teachers and to reach a feasible and reasonably fair compensation approach.

9 | Funding and budgeting

Although many AEPs are funded by outside donors, even after many years of operation, there is a critical government role in ensuring program quality and that ongoing funding is in line with country priorities and plans. Inclusion of AEPs in the national budget, even if the source is nongovernmental, will advance the sustainability of programs.[17]

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14   Generally, the degree of data integration is consistent with the level of AEP integration with the system, with programs overseen or managed by government being far more likely to capture data within government information systems.

15   Mendenhall, M., and Falk, D. 2023. National Inclusion Policy Openings/Barriers for Refugee Teachers: Critical Reflections from Kenya. *Journal of Refugee Studies*, 36(4), 649–667.

16   Ismail, I. A., Qadhafi, R., Huza, O., and Yorinda, Y. 2024. Teaching at the Right Level (TaRL) as a Potential Solution for Improving Middle School Education: A Systematic Review of the Literature. *International Journal of Academic Pedagogical Research (IJAPR)*, 8(4), 126–138.

17   Education.org. Accelerated education program.

Implementation examples and resources

Countries — Colombia, DRC, Ethiopia, Ghana, Jordan, Nigeria, Pakistan, South Sudan, Tanzania, and Uganda

Examples at scale — In Uganda, as of 2021, 22,350 learners were enrolled in the AEP program

Evaluation results — An evidence review that examined impact evaluations from 26 AEPs suggests that AEPs struggle to ensure their learners make the transition into the formal education systems due to a range of demand and supply side factors including lack of primary and secondary schools;[18] most AEPs in this study did not target refugees specifically and data was not disaggregated by refugee status[19]

Information links — Education.org. 2022. Accelerated education programs: An evidence synthesis for policy leaders
Education.org. 2024. Steering through storms
AEWG. 2020. Accelerated education evidence review
AEWG. 2017. Guide to the Accelerated Education Principles

Area experts — Martha Hewison, INEE, Chair of AEWG: martha.hewison@inee.org

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18   Shah and Choo. Accelerated Education Evidence Review.
19   There is a need for more robust impact evaluations on AEP and other pathways to formal education which include cost-effectiveness analyses to inform policies and implementation modalities (Abu-Ghaida and Silva 2020). Programs like AEPs track data on dropout, retention, enrollment and transition rates differently, typically without disaggregation by age, socio-economic status, ability or displacement status, complicating the ability to evaluate the effectiveness and impact of initiatives (Education.org 2022). The use of a common monitoring and evaluation framework like the Accelerated Education Working Group's Monitoring & Evaluation Toolkit (AEWG 2020) and addressing the financing and costing data gap (Education.org 2022) could improve decision-making on how to best support out-of-school children and youth and their pathways to formal education.

Strengthen Psychosocial Support and Socio-Emotional Learning for Students*

Primary aim
Providing a safe and nurturing educational environment for students experiencing mental distress

Target groups
Refugee students, though students from host communities can also benefit from these programs, especially from the national-level socio-emotional learning (SEL) curriculum

Intervention implementation parameters

$ Cost
Many of the resources are available online at no cost, though would require resources to localize and implement the activities; in Lebanon, the implementation of half a year of the Healing Classroom program cost US$249 per child, which included teacher professional development, tutoring, and school kit costs[1]

Human resources
Educators and school administrators to participate in trainings and/or facilitate and coordinate activities

Additional resources/ materials
Interventions like Classroom Drama require trained theater professionals who may not be easily found in some parts of the world; other programs may have limited availability, such as the Healing Classrooms in-person trainings, which are only available in the UK

Duration and frequency
The interventions range from being self-paced to lasting up to six months

Delivery modality
Can be school-based training, community-based training, or teacher-led delivery

Implementing agencies
Many interventions are implemented by NGOs or a consortium of NGOs and universities, with some SEL programs now embedded in national education systems

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[1] Tubbs Dolan, Carly, Ha Yeon Kim, Lindsay Brown, Kalina Gjicali, Serena Borsani, Samer El Houchaimi, and J. Lawrence Aber. 2022. "Supporting Syrian Refugee Children's Academic and Social-Emotional Learning in National Education Systems: A Cluster Randomized Controlled Trial of Nonformal Remedial Support and Mindfulness Programs in Lebanon." *American Educational Research Journal* 59 (3): 419–60.

Overview

Psychosocial support (PSS) can be defined as "a process of facilitating resilience within individuals, families and communities" and socio-emotional learning is "the process of acquiring social and emotional values, attitudes, competencies, knowledge, and skills that are essential for learning." Mental health and psychosocial support (MHPSS) and socio-emotional learning (SEL) interventions have been increasingly provided to students in recent years, especially for refugee children who suffer from higher rates of posttraumatic stress disorder and other behavioral difficulties.[2] The two approaches overlap extensively but are discrete, and one of the more distinct features of SEL is that it is usually linked to an academic setting.[3] Schools are a good vehicle for providing PSS and SEL programming due to their perception as a "neutral" place, which leads to less distrust. Schools are ideally a calm space where refugee children experience everyday realities, and can also act as a bridge between host communities and refugee families.[4]

Many schools and educators are not well-prepared to support or meet the needs of refugee children. A 2023 study found lower levels of resources, safety, and social inclusion in educational settings for refugee students in 41 predominantly distant resettlement host countries.[5] For example, in Armenia, displaced families reported that only 47 percent of teachers had sufficient knowledge to support children with trauma.[6]

Key considerations

1 Train educators to have better insight into the needs of refugee students and promote the importance of mental health in schools

A recent study of school-based MHPSS interventions in high-income countries found that successful programs generally had three characteristics: (a) they were adapted to the context and culturally competent (that is, reaching students and families in a way that spoke to their beliefs, identities, practices, and ways of communicating distress); (b) they engaged families and extended social circles, not just students, and took a multilayered approach to mental health; and (c) they cultivated trusting partnerships, given that most programs rely on a variety of actors, such as resettlement groups, mental health professionals, educators, research teams, and NGOs.[7]

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2   Spaas C. et al. 2023. School-based Psychosocial Interventions' Effectiveness in Strengthening Refugee and Migrant Adolescents' Mental Health, Resilience, and Social Relations: A Four-country Cluster Randomized Study. Psychosoc. Interv. 2023 Aug 7;32(3):177–189.

3   Spaas C. et al. School-based Psychosocial Interventions' Effectiveness.

4   Spaas C. et al. School-based Psychosocial Interventions' Effectiveness.

5   Cooc, N., and Kim, G. 2023. School Inclusion of Refugee Students: Recent Trends from International Data. Educational Researcher. 52.

6   UNESCO. 2024. Blog post: UNESCO provides psychosocial support in schools in Armenia.

7   Bennouna, C. et al. 2019. School-Based Programs for Supporting the Mental Health and Psychosocial Well-being of Adolescent Forced Migrants in High-Income Countries: A Scoping Review. Social Science & Medicine 239: 112558.

Though many programs have been implemented in high-income countries there are examples from lower income countries as well:

▶ **Healing Classrooms** is a program developed by IRC that focuses on training teachers to create a supportive learning environment. Iterations of it that have an SEL component have been used in the Democratic Republic of Congo, Lebanon, Niger and the UK. These versions provide teaching and learning materials that incorporate SEL into the mathematics and reading curriculum as well as in-service professional training for teachers. The UK-focused website offers online resources such as SEL lesson plans, teacher briefings on conflicts in Afghanistan and Ukraine, as well the ability to join two different online training modules (a basic one and a more in-depth one) led by an IRC education specialist. In Lebanon, the implementation of half a year of the Healing Classroom program cost US$249 per child, which included teacher professional development, tutoring, and school kit costs.[8]

▶ **The Better Learning Program (BLP)** is an initiative headed by the Norwegian Refugee Council (NRC) that was launched in the West Bank and Gaza and in 2022 was established in 27 countries where NRC works. BLP aims to equip teachers with skills to help children process trauma. BLP has three components: (a) a general classroom approach that provides psychosocial skills to children; (b) a smaller group approach that targets children who have reduced concentration and

learning ability; and (c) a more specialized intervention for children who suffer from nightmares and sleep disturbances. The program relies on "master trained" counselors and teachers who support colleagues at other schools.

▶ **RefugeesWellSchool** is an initiative that promotes refugee and migrant adolescents' mental well-being and is implemented by different partners in six European countries: Finland, Sweden, Norway, Denmark, Belgium, and the UK. The program includes a number of interventions, one of which is an in-service training for teachers to help them better understand how refugee and migration experiences affect their students. The training runs over the course of 10–12 weeks and consists of three parts: two in-person full-day seminars with an online course "sandwiched" between them that has roughly 4–5 hours of content. The facilitators for the in-person trainings are members of the project team in each partner country.

▶ **The Including Children Affected by Migration program (ICAM)** focuses specifically on school leaders in Europe, and how they can improve inclusion in their schools. The program includes professional development for two school leaders comprising a four-day training workshop on inclusion and SEL and six visits for ongoing coaching from ICAM national facilitators. In addition, facilitators provide a handbook and database with ideas on how to get the program started at schools, an online assessment tool to review the school's practices, a help line to resolve technical issues, and analysis and comparative data from other schools locally and nationally,

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8   Tubbs Dolan et al. "Supporting Syrian Refugee Children's Academic and Social-Emotional Learning"

as well as access to a network of European schools to share good practices.

2 | Allow refugee children and adolescents to express what they've experienced and help them build community

Research has shown that positive social relationships can have a protective function as well as provide educational support for refugee students.[9] However, it is also important to ensure that trained professionals deliver the interventions and that follow-up support is available to avoid retraumatizing students. Some examples from Europe include:

▶ **Classroom Drama,** another intervention from RefugeesWellSchool, is a nine-week program of 75-minute sessions that is coordinated by a play director and a team of trained actors and musicians (with experience in vulnerable communities) who develop a theatrical representation of stories shared by students. Eventually, students join in the story and exert more control over the narrative. This intervention was found to help improve family relations and perceived family support for refugee students.

▶ **Welcome to School** (also from RefugeesWellSchool) focuses on bringing together refugee and migrant students with their teacher as the facilitator. RefugeesWellSchool provides teachers with a manual and students with a workbook that allows them to engage in weekly classroom group discussions where they discuss a range of topics—from friendship, love, and dating to safety and discrimination. These discussion groups last for 21 weeks with the goal of fostering social cohesion and mutual understanding.

▶ In Belgium, **elementary school-age children—half of whom were refugees and half with migration backgrounds— participated in a creative arts program** where they used storytelling, drawing, and drama to express experiences of forced migration. The program involved two-hour workshops conducted during regular school hours over 12 weeks, led by a qualified creative arts therapist in collaboration with the class teacher. While children who participated in the program did not exhibit fewer symptoms than those in the education-as-usual group, those with high baseline levels of posttraumatic stress reported a reduction in trauma symptoms.[10] Refugee children, in particular, reported a greater decrease compared to their nonrefugee peers.[11]

3 | Enhance positive relationships at school between host communities and refugee students

The Peer Integration and Enhancement Resource (PIER), also part of the RefugeesWellSchool program, focuses on developing safe and supportive social interactions in multiethnic schools.[12]

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9   Dryden-Peterson, S., Dahya, N., and Adelman, E. 2017. Pathways to Educational Success Among Refugees: Connecting Locally and Globally Situated Resources. *American Educational Research Journal*, *54*(6), 1011–1047.

10   Kevers, R., et al. 2022. The Effect of a School-Based Creative Expression Program on Immigrant and Refugee Children's Mental Health and Classroom Social Relationships : A Cluster Randomized Trial in Elementary School. *American Journal of Orthopsychiatry* 92 (5): 599–615.

11   See previous footnote.

12   Watters, C., Soye, E., and Meier, I. 2021. Peer Integration and Enhancement Resource (PIER) Manual. University of Sussex.

The intervention is a series of group discussions that lasts eight weeks and each session generally runs between 45 and 60 minutes. Usually, an experienced facilitator is recruited to run the program, though the class teacher is also present during the sessions. In some instances, the program can be facilitated by the teacher, if they have experience doing group work with children and talking about sensitive issues. The purpose of the intervention is to develop more understanding of migrant and refugee experiences as well as encourage the integration of migrant and refugee youth in host communities.

Implementation examples and resources

Countries
West Bank and Gaza, Lebanon, Democratic Republic of Congo, Niger

Examples at scale
Limited examples of programs implemented at scale in low-income or FCV contexts

Evaluation results
There are evaluations available for:

Healing Classrooms in Lebanon, DRC, and Niger

Better Learning Program in Palestine, Kenya, and Central Sahel countries

Some RefugeesWellSchool interventions have also been evaluated (citations available in this paper)

Information links
Harvard University PSS-SEL Toolbox

EU Working Group schools—Flash Report on "Psychosocial Support for Refugee Learners"

National Association of School Psychologists. Supporting Refugee Children and Youth: Tips for Educators

Trauma and Learning Policy Initiative

Education Cannot Wait: Technical Guidance Note on Mental Health and Psychosocial Support (MPHSS) in Education in Emergencies and Protracted Crises (EiEPC)

Area experts
International Rescue Committee (IRC)

Office of the United Nations High Commissioner for Refugees (UNHCR)

Use Adaptive[1] EdTech Solutions to Build Foundational Literacy and Numeracy Skills*

Primary aim
Using technology to improve education access and quality (in alignment with national policy)

Target groups
Refugee children in formal/informal education or out of school, typically grades 1 to 5 (ages 6–14) who may not have acquired the necessary skills for their age

Intervention implementation parameters

Cost
Varies according to the solution but ranges from less than US$1 (Curious Learning) to US$250 per learner (onebillion)

Human resources
Trained facilitators/teachers, IT helpline, MEAL personnel

Additional resources/ materials
EdTech solutions require some level of hardware (smartphone, tablet, computer, power source); some might require connectivity, but many do not

Duration and frequency
Throughout the school year but it can also be implemented during school breaks

Preliminary research on optimal dosage indicates an average of 30 to 60 minutes per day (onebillion, Can't Wait to Learn)

Delivery modality
EdTech solutions can be implemented in various spaces, depending on the target population: schools, community centers, homes; learning can also be self-directed or delivered through teachers

Implementing agencies
EdTech solutions are often implemented by development partners, philanthropic groups, or NGO actors, but some governments are starting to incorporate them at scale into the education system (such as Malawi, Jordan, Ukraine)

Overview

Of the world's 43.3 million refugee children today, just 50 percent have access to formal education. Even for those who do manage to attend school, overcrowding and under-resourcing are significant obstacles, with many children failing to acquire basic literacy and numeracy skills. EdTech provides innovative solutions to these constraints by addressing challenges such as limited space for new educational infrastructure, mixed learning levels within classrooms, difficulty in recruiting qualified teachers, lack of prior schooling experience among refugee students, and language barriers between students and teachers.

1   Adaptive learning software often adjusts content to match the level of the learner—incorporating both assessment and instruction—often mixed with gamification (Proctor 2019).

*This note was authored by Justine Bailliart (Education Consultant, World Bank).

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EdTech, or educational technology, involves the use of hardware, software, digital content, data, and information systems to enhance teaching and learning while improving education management and delivery.[2] In refugee contexts, EdTech solutions have proven valuable in maintaining access to both formal and informal education for children.[3] A key area where EdTech has shown strong evidence of impact is in helping students acquire foundational skills—both literacy and numeracy—through adaptive learning programs. These can help address educational access challenges in refugee settings by supplementing formal classroom education (for example, Malawi), enhancing nonformal learning in community centers (for example, Jordan), and offering remote learning options when students cannot attend school (for example, Ukraine). The key strength of EdTech lies in its flexibility, enabling educational continuity during displacement and in remote areas, and within low-infrastructure or informal learning environments.

In Jordan, The Ministry of Education partnered with War Child in 2017 to implement the "Can't Wait to Learn" program, which offers Arabic reading and mathematics education (Grades 1–3) for host and refugee communities.[4] This curriculum-based, self-guided game, accessed via tablets, allows children to study Ministry-approved material and work toward primary certification. The program supports a range of learning levels in both formal and nonformal settings, providing flexibility and motivation, with the objective to decrease dropout rates and promote progression into formal primary and secondary education. It operates in the formal

school system, which is strained by the influx of refugees, as well as in alternative learning centers.

The interface was localized to align with children's experiences through culturally relevant characters, design, and storyline, enhancing engagement, especially for those new to technology. The game reaches children who may be deterred by traditional education due to being over-age. In formal settings, it enables students of different levels to learn at their own pace; in nonformal settings, it remains flexible, motivating, and accessible. The game delivers high-quality education consistent with national standards, ensuring even the most disadvantaged children can benefit.

Between September 2018 and January 2019, research involving 709 children (ages 6–13) in Learning Support Centers showed significant learning gains comparable to outcomes from traditional government curricula. While the impact on psychosocial outcomes varied, children in program schools experienced a greater increase in hope.

Key considerations

The Rapid Evidence Review (RER) by the EdTech Hub highlights both the opportunities and challenges of using technology for education in refugees settings.

1 | Modalities and pedagogies

The literature suggests that how content is delivered matters more than the specific technology used. Blended learning approaches that support rather than replace teachers are vital,

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2   World Bank. 2022. Education Technology or 'EdTech'.
3   EdTech Hub. 2020. Refugee Education: A Rapid Evidence Review.
4   Can't Wait to Learn Jordan. 2019. Closing the education gap through technology.

but these can be difficult to implement in refugee settings, where traditional teacher-centered methods are more common. Engaging refugee communities in the design of EdTech content, especially teachers, is crucial to ensuring that the tools and pedagogies are localized and adopted (for example, War Child's Can't Wait to Learn initiative). Adaptive learning EdTech solutions can allow teachers to track student progress and target support, which is particularly valuable in multilevel classrooms common in refugee contexts (for example, TIGER girls program).

2 | Support to educators of refugee children

EdTech should support, not replace, teachers and other learning facilitators, even if they lack full qualifications. Teachers play a critical role in the success of EdTech interventions; they must therefore get ongoing support and training to effectively integrate EdTech into their practices, particularly in contexts where technology and learner-centered approaches are unfamiliar. There is evidence that EdTech interventions work better when teachers are involved in the design process,[5] if there is adequate training for teachers (continuous training, not one-off training),[6] and when the EdTech intervention design dovetails with existing teaching practices.[7] Mobile technology has shown promise in offering practical support and aiding educators in data collection and analysis. Nonetheless, it is important to

ensure that EdTech does not exacerbate the pressures already faced by teachers in these challenging environments.

3 | Psychosocial Support

EdTech can contribute to the psychosocial well-being of refugee children by fostering social connections and creating a sense of global belonging.[8] Beyond the positive outcome on their mental health, heightened psychosocial well-being can lead to better learning outcomes.[9] Learner-centered pedagogies, often included in EdTech interventions, encourage active participation and the development of life skills, which are essential in helping children cope with traumatic experiences. Emerging evidence suggests that game-based EdTech and creative activities in digital spaces can support children's emotional well-being. Digital storytelling, for example, has shown promise in helping refugee students process traumatic experiences (for example, onebillion's onecourse software). However, more research is necessary to fully explore the potential impact of these interventions. There is evidence, however, that peer learning is a critical element of psychosocial well-being.[10]

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5   UNESCO. 2024. Global education monitoring report, 2024/5, Leadership in education: lead for learning.

6   World Bank. 2020. Cost-Effective Approaches to Improve Global Learning: What does recent evidence tell us are "Smart Buys" for improving learning in low- and middle-income countries?.

7   UNESCO. Global education monitoring report, 2024–25.

8   TIES for Children, Global. 2023. Lessons and Impacts of *Ahlan Simsim* TV Program in Pre-Primary Classrooms in Jordan on Children's Emotional Development: A Randomized Controlled Trial. figshare. Preprint.

9   Corcoran, R. P., Cheung, A. C., Kim, E., and Xie, C. 2018. Effective universal school-based social and emotional learning programs for improving academic achievement: A systematic review and meta-analysis of 50 years of research. *Educational Research Review*, 25, 56–72.

10   Mazari, H. et al. 2023. Learning continuity in response to climate emergencies: Pakistan's 2022 floods [Technical Report]. EdTech Hub.

4 Design EdTech programs to support integration in national systems

Refugee education programs, as enshrined in the Global Compact on Refugees, seek to open up quality accredited education opportunities. To facilitate this, the EdTech program should engage with the Ministry of Education from the outset, including when operating as nonformal education (for example, accelerated or catch-up education). Engagement with the Ministry will ensure alignment with national education policies, ensure feasible implementation design and facilitate handover.

5 Consider sustainability

Cost and logistical feasibility are critical concerns, with careful attention also given to the design and ongoing maintenance of EdTech tools and content. These factors significantly affect cost appraisals over time. The main drivers of costs vary based on the implementation modalities selected and the stage of the project: while localization and hardware might be the main cost drivers at the beginning of a project, maintenance and implementation costs would likely become the main drivers in future stages if the project purchases hardware and provides learning through facilitators.[11] Sustainability considerations should thus be prioritized from the outset to avoid further disruptions in refugee children's educational progression. Leveraging existing EdTech infrastructure is the most effective approach, especially in low-income contexts. For example, tapping into existing hardware and using adaptive or self-paced software that targets learning at the level of an individual child can be cost-effective.[12] Also, leveraging technology that is already available in many households, like mobile phones, can be a cost-effective way to reach students and their families and improve learning outcomes.[13]

6 Planning to implement EdTech solutions

Several key stakeholders, such as the IRC and Imagine Worldwide, have developed toolkits and reports for implementing EdTech activities in refugee contexts. While each setting may require a unique approach, the following essential questions and steps should guide planning:

▸ **Assessing the relevance of EdTech:** Is the pedagogical goal clear, and can EdTech contribute meaningfully to achieving it?

▸ **Selecting the EdTech tool:** What is the current landscape of EdTech solutions? What minimum logistical requirements (for example, connectivity, electricity, devices) must be met to ensure correct implementation in the refugee setting? How adaptable is the solution? Is the content localized and aligned with the local curriculum? Have refugee stakeholders been involved in the localization of the content? What role do teachers play in the implementation and is there adequate teacher training to support implementation?

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11   EdTech Hub. 2021. HELPDESK RESPONSE 32 Cost-Effectiveness and EdTech Considerations and case studies.

12   Angrist, N. et al. 2020. How to Improve Education Outcomes Most Efficiently? A Comparison of 150 Interventions Using the New Learning-Adjusted Years of Schooling Metric. Policy Research Working Paper No. 9450. World Bank.

13   Mazari et al. Learning continuity in response to climate emergencies.

▶ **Designing the activity:** How can equity be guaranteed for the most vulnerable refugee learners? Who will facilitate the learning experience (for example, teachers, close members of the refugee community)? Where will learning take place in the refugee setting (in a safe, conducive environment)? Where will hardware be securely stored? What are the projected costs of scaling the activity? What is the community and caregiver sensitization and engagement strategy in place? How is it responding to the concerns and interests of the refugee community?

▶ **Piloting the activity:** What is the deployment plan for the technology? How will communication with participating refugee communities and schools be handled to ensure smooth implementation? What capacity-building efforts will be offered to refugee facilitators/teachers? How will data privacy and safety be guaranteed, particularly given the heightened sensitivity of refugee data? What indicators will be used to monitor and evaluate learning and socio-emotional outcomes? What are the data-sharing protocols with partners? What strategies will be used to maintain engagement (for example, motivational messaging)? Have you set up a system to measure and model cost-effectiveness?

▶ **Monitoring and evaluating the activity:** Reach: are the intended children being taught or gaining access to the EdTech solution? Engagement: are learners using the system regularly and as intended? Learning Outcomes: how much are children actually learning?

▶ **Scaling the activity:** How can the pilot's learnings be leveraged to scale the intervention successfully? Which education systems stakeholders will need to be engaged as you scale? Do you have an engagement and collaboration plan in place with the Ministry of Education to ensure approval and longer-term sustainability of EdTech for refugees? Have you calculated the cost of financing the approach at scale and understood how this could be integrated into the Ministry of Education's annual budget and donor financing?

Lastly, advanced AI technologies have the potential to transform education and enhance equity, inclusion, and learning outcomes, especially for vulnerable populations, when implemented ethically and contextually. Examples of their applicability in education include acting as virtual tutors, personalizing learning experiences, and filling gaps where teacher availability is limited. New AI technologies can streamline content creation, generating culturally and linguistically relevant materials quickly and affordably. Additionally, AI-driven translation tools break down language barriers, improving access to educational resources for diverse learners. These innovations hold strong promise for creating more inclusive and effective learning environments.

Implementation examples and resources

Countries

EdTech solutions are being used in numerous refugee contexts, for example in:

Chad, Jordan, Lebanon, Malawi, South Sudan, Uganda, Ukraine, among others

Examples at scale

Vodafone Instant Network Schools, onebillion, Curious Learning, Can't Wait to Learn, Kolibri

Evaluation results

Curious Learning, onebillion, Can't Wait to Learn

Information links

WB Edtech Knowledge Pack on Technologies for Personalized and Adaptive Learning

Save the Children Review on EdTech for Learning in Emergencies and Displaced Settings

Area experts

Inter-Agency Network for Education in Emergencies (INEE)

Robert Hawkins, Senior Economist and EdTech Team Lead, World Bank: rhawkins@worldbank.org

EdTech Hub

Include Refugees in Education Management Information Systems (EMIS)*

Primary aim
Collecting and accessing relevant data on refugee learners in a timely manner

Target groups
All refugee children in school

Intervention implementation parameters

$	**Cost**	US $1 million–$7 million for developing an EMIS[1]
	Human resources	Statistics staff in the Ministry of Education, EMIS focal points in schools, IT capacities
	Additional resources/ materials	IT hardware and software, connectivity
	Duration and frequency	Throughout the education of a refugee child
	Delivery modality	Through national EMIS
	Implementing agencies	Statistical unit within the Ministry of Education, National Statistical Offices, schools, UNHCR

1   GPE. 2019. What can we learn from EMIS diagnostics?.

Overview

As refugee children often complete most of their schooling in host countries, integrating them into national education systems is essential to uphold their fundamental right to education. This integration requires a strong policy—data nexus, where robust policies are informed and measured by accurate, timely data from arrival to local integration. National education data systems (EMIS), which provide systematic, quality data in a well-structured enabling environment that facilitates utilization of the information produced in planning and policy dialogue, are a key tool to achieve this nexus. Unfortunately, refugee learners are frequently excluded from them and the broader education data ecosystem (see Include Refugees in National Data Systems note), creating critical data gaps that impede effective planning, monitoring, and support. A recent analysis covering 41 of the largest low- and middle-income refugee hosting countries revealed that refugee inclusion in EMIS scored an average of 2.41 out of 4, indicating lagging progress in

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data integration compared to other policy strands such as use of host-country curricula or access to certification.[2]

With the average duration of exile now exceeding a decade, it is essential for host governments to include refugees in EMIS to ensure equitable access to quality education for all children and youth. Reliable data on refugee enrollment, attendance, and learning outcomes enable governments to make informed decisions, allocate resources effectively, and design educational programs that address the needs of all learners.

For example, Colombia hosted over 2.4 million Venezuelan refugees and migrants, making it the largest host country for displaced Venezuelans as of 2022. From a data perspective, there has been a positive trajectory since 2015 in the inclusion of Venezuelan refugee and migrant data in national education data systems.[3]

In 2017, the Ministry of National Education (MEN) and Migración Colombia issued Circular 1, mandating schools to enroll all non-nationals, including undocumented children, and report their enrollment through the System for Reporting of Non-Nationals (SIRE) and the national enrollment database, SIMAT. Additionally, undocumented students were assigned a temporary identification number (NES) to facilitate school enrollment, preventing principals from denying admission to Venezuelan students. Circular 16 (2018) provided updated guidelines for enrolling refugee and migrant students in SIMAT.

By 2018, SIMAT incorporated a "country of origin" variable to collect data on Venezuelan Colombian returnees, and migrants of other nationalities living in Colombia, supporting comprehensive responses to mixed migration flows. Public enrollment data is available via government open data platforms, like the National Observatory of Migration (ONM). In 2021, MEN launched a "Pathway for the Educational Support of Students from Venezuela," detailing steps families and school staff should take to secure their enrollment in schools.

Colombia also collects data on student learning outcomes. While disaggregated data for the Saber 3, 5, 7, and 9 exams are not available, the Saber 11 exam results for upper secondary students are linked to SIMAT and disaggregated by country and documentation type.

Public data on students from Venezuela is made available through the Colombian government's open data platforms, including the DNP's National Observatory of Migration (Observatorio Nacional de Migración, ONM), which gathers data collected by different agencies providing services to Venezuelan refugees and migrants onto one platform. Enrollment data is also disseminated through Response for Venezuelans (R4V) platforms and reports published by its working groups and partners, including the Interagency Group on Mixed Migration Flows (GIFMM).

The Colombian experience suggests several enablers of success:

▶ **National Initiatives:** The Colombian government prioritizes refugee data collection through various mechanisms, such as the SIMAT.

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2   Levels of inclusion are coded on a scale of 1–4. In Zeus, B. 2018. Refugee education between humanitarian and development assistance. A configurational comparative analysis across low- and middle-income host countries. D Phil Thesis, University of Oxford.

3   Lobos, J. 2023. Understanding trajectories of refugee inclusion in national education systems: Policy and data perspectives from Colombia. Paper commissioned by the Section for Migration, Displacement, Emergencies, and Education.

▶ **EMIS Adaptations:** The addition of a "country of origin" variable and temporary identification numbers enables accurate tracking of Venezuelan students.

▶ **R4V Platform:** The collection and systematization of beneficiary data as well as provision of supplementary data enables informed decision-making. MEN makes aggregated education information on students from Venezuela publicly available; meanwhile, the R4V platform provides complementary information (such as population projections) based on the work of partners throughout the country.

▶ **Donor Support:** Through investments in data systems and policy expertise, the national data systems have grown more powerful.

▶ **International Collaboration:** Intensive support by international stakeholders has strengthened capacity for inclusive policy implementation.

Key considerations

Several countries have successfully managed to include refugees in their EMIS. Key steps[4] include:

1 | **Assessing refugee inclusion in education data systems**

Start by conducting an assessment to determine the current state of refugee data inclusion. Responses to the following questions can provide a baseline to guide planning:

▶ **Is data on refugees captured** in national education data systems?

▶ **Is refugee data disaggregated** by relevant categories (for example, enrollment, learning outcomes, protection status)?

▶ **Are there national policies or strategies** supporting the inclusion of refugee data?

▶ **Do recent education sector plans include indicators** specifically for refugee education?

2 | **Adopting a dual policy–data approach**

Effective incorporation of refugees into EMIS requires both policy frameworks and robust data mechanisms.

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4   UNHCR, UNESCO, and UNICEF Innocenti. Brief: Building Inclusive Education Systems for Refugees. UNHCR, UNESCO, and UNICEF Innocenti. 2023. Blog post: Counting what matters: examining refugee inclusion in national education data systems.

3 | Policy development

Establish policies to ensure that refugees are systematically included in the education data system. For instance, assigning unique identification codes for refugee students (regardless of their documentation status), can facilitate data integration.

4 | Data collection, disaggregation, and safety

Include in EMIS variables such as "country of origin" or "documentation" to identify refugee students. Decisions on disaggregation should be made further to careful consideration of refugees' safety. Lastly, develop strong guidelines and implement procedures to ensure data privacy and safety throughout the data's life cycle, from collection to analysis to storage.

5 | Collecting a range of education indicators

These should preferably go beyond enrollment to cover quality, learning, safety, and protection, as these factors are essential to a comprehensive education strategy for refugee learners.

6 | Access and enrollment

Collect data on enrollment, attendance, participation in host-country language classes, access to nonformal programs, school type, inclusion type, and infrastructure for access (for example, ramps for wheelchair accessibility).

7 | Quality and learning

Track foundational skills (for example, reading, basic numeracy) and higher-level learning. Collect information on inputs and infrastructure, such as ICT resources, textbooks per pupil, curriculum alignment, and classroom size. Also, monitor teacher-related data, including the number of trained teachers, those trained in psychosocial support, female teacher ratios, and refugee teacher integration.

8 | Safety and protection

Assess the safety of school infrastructure, including the presence of WASH facilities, transportation safety, and protection indicators, such as the incidence of peer violence, corporal punishment, and psychosocial well-being support, including access to counseling.

9 | Enabling and constraining factors for inclusion in policy and data

Several factors influence the successful inclusion of refugees in EMIS:

▸ **Political Will:** Government commitment to inclusive education policies is crucial.

▸ **Interagency Cooperation:** As refugee identification is often handled by another ministry, interoperability between different ministries is vital to ensure refugee learners are efficiently integrated into EMIS. Underpinning that, effective coordination between national and subnational agencies, as well as collaboration with international organizations, remain crucial.

▸ **Capacity of National Education Systems:** Technical skills, human resources, and experience with displaced populations impact the feasibility of refugee data integration.

▶ **Financing:** Adequate funding, from both domestic and international sources, is essential to support inclusive measures.

▶ **International Cooperation:** Partnerships with global organizations strengthen the integration of refugees in education policies and data systems.

Implementation examples and resources

	Countries	Colombia, Ecuador, Peru, South Sudan, Zambia, Türkiye
	Examples at scale	Colombia, Ecuador, Peru, and Türkiye
	Evaluation results	Not available
	Information links	UNESCO global overview of refugee education data UNESCO/UNHCR Refugee Education Statistics World Bank review of EMIS operations UNESCO/GPE Efficiency and Effectiveness in Choosing and Using EMIS
	Area experts	UNESCO Institute for Statistics (UIS)

Include Refugees in National Data Systems*

Primary aim
Collecting data on refugees across the entire education data ecosystem

Target groups
All refugees

Intervention implementation parameters

$	**Cost**	Varies depending on the data collection exercise (DCE)
	Human resources	Technical assistance (statisticians), data collection staff
	Additional resources/ materials	Data infrastructure/ ecosystem, awareness campaigns, and technology for data collection
	Duration and frequency	Throughout a survey implementation cycle
	Delivery modality	Through national statistical system
	Implementing agencies	World Bank, UNHCR, National Statistical Office, National Commission for Refugees, Ministry of Education, and other agencies in the national statistical system

Overview

Accurate and inclusive education data is essential for designing effective policies, yet refugee populations are often left out of national data systems, leaving critical gaps in our understanding of their educational needs and progress. Indeed, UNESCO reviewed 1,109 questionnaires from 621 data collection exercises (DCEs) in 2021 across 35 low- and middle-income refugee-hosting countries, covering 80 percent of the global refugee population. The report found that only 38 percent of these questionnaires included refugee identification questions. It also highlighted significant gaps in refugee education data: while access data is somewhat more readily available, detailed information on education quality, safety, progression, and higher education access remains scarce. This is often due to the exclusion of refugee populations from the targeted population during these data collection efforts.[1]

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1   UNESCO and UNHCR. 2023. Paving pathways for inclusion: A global overview of refugee education data.

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Inclusion in national education systems involves integrating data from various sources—ranging from humanitarian actors to national household censuses, Education Management Information Systems (EMIS), and other administrative records. These diverse sources—and their harmonization—are crucial for understanding refugee education, as the availability of data is influenced by factors such as national capacity and the scale and timing of crises. This note focuses on national data collection exercises like household censuses, while a complementary note addresses the role of EMIS in supporting refugee education.

Accurate estimates of displaced populations are critical for ensuring that education data systems in host countries adequately reflect the needs of forcibly displaced individuals and that official statistics support evidence-based decision-making. Incomplete or inadequate data on refugee and displaced populations undermine the accuracy of population-based statistics, such as enrollment rates or per capita education expenditures, and hinder effective planning and budgeting. Robust statistics on refugees are essential for designing evidence-based education interventions that address the unique challenges faced by displaced populations, including limited school enrollment, disrupted learning trajectories, language barriers, and psychosocial needs. These data enable policy makers in host countries to allocate resources equitably, improve access to quality education, and support the transition from emergency assistance to sustainable development through educational and economic inclusion.

In Rwanda, for example, the Government and the National Institute of Statistics of Rwanda (NISR) have made significant efforts to improve national statistics on refugees and statelessness. These include modernizing the civil registration system and incorporating relevant populations into the fifth Rwanda Population and Housing Census (RPHC-5), held in August 2022.[2]

Aligned with the third National Strategy for the Development of Statistics (NSDS3), the RPHC-5 included questions on country of origin, duration of stay, nationality, and identification documents, with options for refugee-related documentation. This approach facilitated the inclusion of refugees in the census. The results, published in December 2023, enabled the identification and disaggregation of refugee data, allowing for comparisons with the national population. A stand-alone report, "*Socio-Economic Status of Refugees in Rwanda*," was also published, offering valuable insights into refugees' educational characteristics, including access and enrollment, literacy, and educational attainment.[3]

The successful execution of the census involved the collaboration of various stakeholders, including the Directorate General of Immigration and Emigration, the Ministry of Emergency Management, the National ID Agency, the Human Rights Commission, local authorities, and both regional and international partners. Key to this success were awareness campaigns, quality training, and technology-driven data collection.

The NISR relied on the International Recommendations on Refugee Statistics (IRRS) and the draft International Recommendations on Statelessness Statistics (IROSS) to guide the census, ensuring demographic disaggregation by refugee status.

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2   EGRISS. Including refugees and statelessness in the population census: Rwanda case study.

3   National Institute of Statistics of Rwanda. 2022. Socio-Economic-Status-Refugees Rwanda.

Key considerations

A critical first step in implementing refugee inclusion in education data systems is assessing the extent to which refugees are already integrated into these systems. UNESCO (2023) has developed an analytical framework to guide this assessment, consisting of four key pillars (see Figure 2.1):
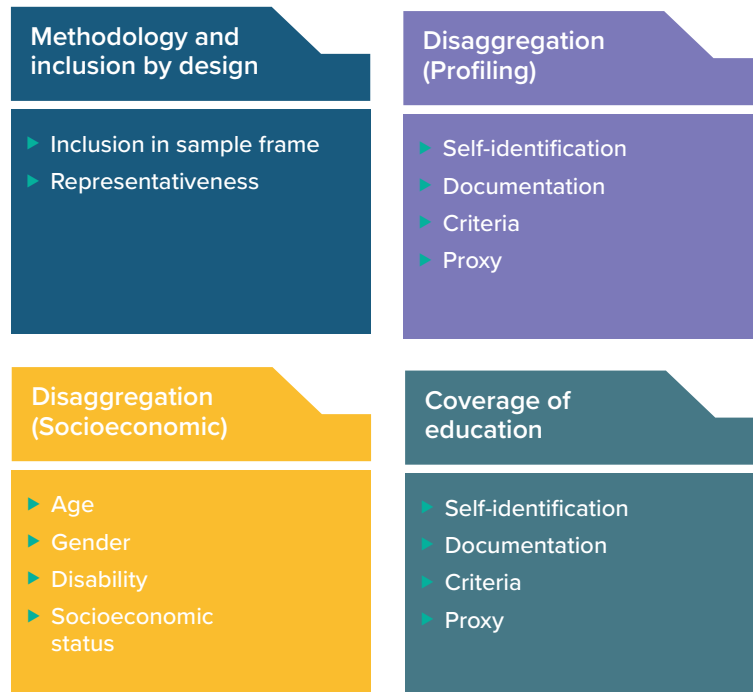
- ▶ **Methodology and Inclusion by Design:** This pillar focuses on determining whether refugees are systematically included in statistical tools. Key questions include: Are refugees represented in sample frames and samples? If so, is the sample nationally representative of the refugee population in the country?

- ▶ **Disaggregation (Refugee Identification):** This pillar examines whether refugees can be reliably identified, either directly or indirectly, within existing datasets. Key questions include: Does the DCE ask if the respondent identifies as a refugee? Does it require the respondent to present identification documents that could confirm refugee status? Does the DCE include questions that help classify individuals as refugees, or incorporate proxy indicators (for example, nationality) when direct questions are not possible?

- ▶ **Disaggregation (Socio-economic):** This pillar aims to identify overlapping inequities affecting subpopulations. A key question is: Does the DCE allow for disaggregation by characteristics such as gender, age, socio-economic status, disability, and other relevant factors?

- ▶ **Coverage of Education:** This pillar assesses the extent to which existing data sources provide a complete understanding of refugee education. A key question is: Does the DCE include questions on access, quality of learning, safety, and well-being?

Additionally, data collection involving refugees raises critical considerations about data privacy and protection risks. Refugees are often in vulnerable situations, and mishandling their data could lead to unintended consequences, including stigmatization, discrimination, or security threats. It is crucial to evaluate the extent to which national data systems incorporate robust privacy safeguards and adhere to principles such as those outlined in the 2015 Policy on the Protection of Personal Data of Persons of Concern to UNHCR (DPP).

Figure 2.1. Framework for assessing the inclusion of refugees in education data systems

Methodology and inclusion by design
- ▶ Inclusion in sample frame
- ▶ Representativeness

Disaggregation (Profiling)
- ▶ Self-identification
- ▶ Documentation
- ▶ Criteria
- ▶ Proxy

Disaggregation (Socioeconomic)
- ▶ Age
- ▶ Gender
- ▶ Disability
- ▶ Socioeconomic status

Coverage of education
- ▶ Self-identification
- ▶ Documentation
- ▶ Criteria
- ▶ Proxy

Source: UNESCO, UNHCR, and UNICEF. 2023. Counting what matters: examining refugee inclusion in national education data systems.

The International Recommendations on Refugee Statistics (IRRS, 2018) provide essential guidance for countries and organizations working to improve the quality and coverage of refugee data. Developed collaboratively by affected countries and international experts as part of the Expert Group on Refugee, IDP, and Statelessness Statistics (EGRISS).

Key recommendations from IRRS that align with the UNESCO framework include:

1 | Create a data ecosystem

Align data production and collection with the needs of key stakeholders (for example, governments, development partners) to inform policy-making.

2 | Apply the refugee statistical framework

Rooted in the legal definition of "refugees," it consists of three groups: persons in need of international protection, persons with a refugee background, and persons returned from abroad after seeking international protection.

3 | Select and produce stock and flow statistics

Producing reliable statistics on refugees requires strategic investments in technical, financial, human resources, and infrastructure capacities at individual, organizational, and institutional levels throughout the data value chain.[4] Statistics should be disaggregated by variables such as sex, age,

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4   UNESCO. 2023. Conceptual Framework for Education in Emergencies Data.

country of birth, ethnicity, and other relevant factors. The produced statistics should allow for comparisons between refugees, nonrefugee migrants, and host communities, using standardized indicators to facilitate global comparability. For education, indicators should cover all three key outcome areas: access, quality, and safety/well-being.[5] Additionally, the data should represent population groups across the three phases of displacement:

▸ **Initial Displacement:** For recently displaced persons in camps or host communities, administrative, census, and survey data should focus on immediate needs and living conditions.

▸ **Settled Status:** As refugees settle through asylum claims, statistics should derive from population registers, administrative records, censuses, and surveys, reflecting their ongoing needs, living conditions, and integration.

▸ **Return to the Country of Origin:** Data for returnees should be collected through censuses and surveys, focusing on basic needs, living conditions, and reintegration.

4 | Leverage diverse data sources

The IRRS encourage the use of sources both traditional (censuses, surveys, administrative data) and nontraditional (big data, spatial data) to fill critical gaps and reduce response burdens.

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5   Non-exhaustive list of education indicators in refugee contexts elaborated by UNESCO in table 2 (p.19). In UNESCO Institute for Statistics and UNHCR. 2021. Refugee Education Statistics: Issues and Recommendations.

5 | Foster statistical coordination

The national statistical office (NSO) should coordinate the national statistical system (NSS) to ensure consistency and efficiency across data-collecting agencies. Key principles include independence, credibility, confidentiality, and dissemination.

▸ **Statistical strategy:** Embed refugee statistics into National Strategies for the Development of Statistics (NSDS) or similar frameworks to produce user-responsive refugee data, integrate sectors into the national statistical system, enhance coordination, and address data challenges.

▸ **Legal foundation:** Establish a robust legal framework defining responsibilities for collecting, analyzing, and disseminating refugee statistics while ensuring confidentiality and privacy protections.

▸ **Partnerships:** Strengthen collaborations through memoranda of understanding, working groups, and interagency committees with entities like UNHCR and UNRWA to enhance data sharing and cooperation.

> See practical examples and strategies on incentivizing collaboration and data sharing.

▸ **Data quality:** Ensure the transparent dissemination of refugee statistics by prioritizing timeliness, accessibility, contextual relevance, and user-friendliness. Regular quality assessments and adherence to international statistical standards are necessary for maintaining credibility and reliability.

▸ **Data privacy and safety:** The national data ecosystem must incorporate robust privacy safeguards and adhere to principles such as those from UNHCR DPP.

Implementation examples and resources

Countries
Central African Republic (2021 EHCVM), Colombia (2023 Pulso de la Migración), Chad (2018 and 2021 EHCVM), Ethiopia (2021 SESRE), and Uganda (2022 DHS and 2023/24 NHS)

Examples at scale
Central African Republic, Chad, Colombia, and Rwanda

Evaluation results
Not available

Information links
EGRISS International Recommendations on Refugee Statistics

EGRISS Compilers' Manual

Joint Data Center Data Inclusion Activity

EGRISS examples of implementation

UNESCO Global overview of refugee education data

Policy on the Protection of Personal Data of Persons of Concern to UNHCR (DPP)

Area experts
Expert Group on Refugee, IDP and Statelessness Statistics (EGRISS) Secretariat: egrisstats@unhcr.org

III.

Evidence Note
on Refugees and
Education

Contents

Ghazza. *Butterfly Exhibit*: Promoting Peace Through the Arts, 2017.
On loan from the UNESCO Regional Office – Beirut Lebanon

Introduction*

The global refugee crisis continues to escalate, with UNHCR recording over 37.9 million refugees as of October 2024.[1] Among them, the school-age refugee population is estimated at 14.8 million children, nearly half of whom (7.2 million) are out of school.[2] Data from 65 refugee hosting countries indicates that the average gross enrollment rates for refugees for the academic year 2022–23 stood at 37 percent for preprimary, 65 percent for primary, 42 percent for secondary and seven percent for tertiary education.[3]

This literature review synthesizes existing empirical evidence on refugees and education to inform policy decisions and interventions aimed at improving educational access, quality, and outcomes for refugee children.

Questions that will be addressed include:

1. What is the **impact of conflict and displacement** on the human capital of refugees? What are the long-term and intergenerational effects?

2. What are the **individual, household, and school-level factors** associated with the educational outcomes of refugee students?

3. How does the school environment affect the **psychosocial adjustment** of refugee students?

4. What are the **long-term integration outcomes** associated with refugees' educational attainment?

5. What are the impacts of refugees on the **educational outcomes of host community children?**

6. How does refugees' **de jure and de facto access** to education vary across host countries?

7. What is the **impact of refugee education policies** on educational outcomes?

8. **Which interventions have been effective** at improving the educational outcomes of refugee children?

9. What are the **costs** associated with the educational inclusion of refugees?

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1   UNHCR 2024a.
2   UNHCR 2024b.
3   UNHCR 2024b.

1. Impact of Forced Displacement on Refugees' Human Capital

Conflict and displacement often interrupt schooling, leading to lower enrollment rates and higher dropout rates; nevertheless, host country policies can help refugee children resume their education after displacement. For example, Syrian refugees in Jordan experienced accelerated dropout rates during the peak conflict years (2011–2013) when most refugee children were still in Syria or in the process of moving to Jordan. However, subsequently (2014–2016) enrollment rates and school progression recovered to pre-conflict levels as displacement became protracted (though secondary school enrollment rates for Syrian refugee children in Jordan remain comparatively low).[4] This recovery has been attributed to concerted efforts by the Jordanian government to include Syrian refugee children in the national education system.[5]

In some contexts, refugees may have better access to educational opportunities than their counterparts who remain in countries of origin, leading to better educational outcomes. For example, in Burundi, returning refugees were more likely to have completed primary school than their contemporaries who never left the country. Each additional year spent as a refugee during school age was associated with a four to six percentage point increase in the likelihood of finishing primary school. This positive effect is attributed to the access to UNHCR-funded schools in refugee camps in Tanzania.[6]

Forced migration can also lead to a shift in preferences away from material possessions toward investment in portable human capital. A study investigating the impact of the 1947 partition of India and Pakistan found that school-age children forcibly transferred from India to Pakistan were more likely to complete five and 10 years of education than their native counterparts. The positive effects on the educational attainment of forced migrants occurred despite the absence of state support. The study's authors suggest that these effects were due to migrant families placing a higher value on education and/or the acquisition of equal citizenship, property, and other rights, which provided them with the resources and opportunities to outperform their peers.[7] Additionally, a study comparing refugees and economic immigrants in the United States found that in 1980 refugees earned less and worked fewer hours than economic immigrants upon arrival. However, over time, refugees made greater gains in earnings, hours worked, and English proficiency, surpassing

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4　Krafft et al. 2022.
5　Krafft et al. 2022.

6　Fransen, Vargas-Silva, and Siegel 2018.
7　Ayesh 2024.

economic immigrants by 1990. This is attributed to higher rates of human capital accumulation among refugees.[8]

This shift in preferences toward transferable human capital can be long-lasting, with intergenerational effects. For example, Poles whose ancestors had been forcibly relocated in the aftermath of World War II had significantly higher educational attainment than other Poles; on average they had one extra year of schooling, driven by a higher propensity to finish secondary or higher education. These descendants of forced migrants also valued material goods less and placed a stronger emphasis on educating their children, possessing fewer physical assets than they could have afforded to buy if they had so desired.[9] Similarly, a study on the economic integration of Germans expelled from Poland's Western Territories into West Germany found that second-generation migrants tended to acquire more education than their native peers. This was possibly because the loss of family wealth, businesses, and farms forced the children of migrants to compete in the wider labor market and seek work outside agriculture, making formal education more crucial for economic success.[10] A study of the Finnish population resettled after World War II from land ceded to the Soviet Union found that forced migration increased the likelihood of completing secondary education among the children of displaced farmers.[11]

And, in the United States, while economic migrants tend to arrive with greater human capital skills than refugees, the children of refugees have educational attainment outcomes on par with those of the children of economic immigrants.[12]

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8   Cortes 2004.
9   Becker et al. 2020.
10   Bauer, Braun, and Kvasnicka 2013.
12   Sarvimäki, Uusitalo, and Jäntti 2022.

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12   Shaeye 2022.

2. Factors Predicting Educational Outcomes of Refugees

The empirical literature provides evidence linking several factors with the educational outcomes of refugee students including:

▶ **Age at arrival.** In Türkiye, refugee children who arrive just a few years after the typical school starting age experience notable deficits in educational attainment compared to native children. Specifically, those who arrive at or before age eight show no differences in enrollment rates compared to native children. In contrast, refugee children who arrive after age eight are more likely to either not enroll in school or drop out.[13] The results suggest that early arrival allows for better language acquisition, social integration, and adaptation to the educational system, leading to better educational outcomes for refugee students.

▶ **Sex/gender.** In Bangladesh, girls are less likely to attend learning centers if they face risks such as sexual abuse, child marriage, and psychological distress.[14] In Lebanon and Jordan, displacement has altered Syrian families' views on gender relations, affecting women's access to higher education. Specifically, financial hardships and the prevalence of female-headed households have led to greater cultural acceptance of

The results suggest that early arrival allows for better language acquisition, social integration, and adaptation to the educational system, leading to better educational outcomes for refugee students.

Syrian women pursuing higher education.[15] In Uganda, gender disparities in learning achievement are evident among South Sudanese refugees.[16]

▶ **Socio-economic status of refugee households.** In Türkiye, socio-economic differences between Syrian and Turkish households account for a significant portion of the enrollment gap, with about half of the gap for boys and two-thirds for girls attributed to these differences.[17] In Uganda, having a source of income other than UNHCR stipends positively affects refugee students' English test scores.[18]

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15   Fincham 2022.

16   Sakaue and Wokadala 2022.

17   The primary reason for the native–refugee gap in school enrollment is the higher likelihood of Syrian refugees never enrolling in school. However, once enrolled, Syrian refugees are no more likely to drop out than their native counterparts, even after considering socio-economic differences. Despite this, refugee students do not progress through grades as quickly as native students. Both refugee boys and girls fall behind their native peers in terms of grade for age, even when socio-economic differences are taken into account. Kırdar, Koç, and Dayıoğlu 2023.

18   Sakaue and Wokadala 2022.

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13   Kırdar, Koç, and Dayıoğlu 2023; Dayıoğlu, Kırdar, and Koç 2024.

14   Hossain 2024.

▶ **Parental education and literacy.** In Jordan, seeing someone reading at home and more frequent school attendance were associated with positive reading attitudes among refugee children, while maternal education and literacy were predictors of child literacy.[19] The level of education of a household head in Uganda has a positive impact on refugee students' mathematics scores.[20] In Türkiye, students' educational aspirations showed an association with parental education.[21]

▶ **Country of origin.** In Kenya, oral reading fluency in English varied across cohorts of refugee students from different countries of origin. Educational experiences can differ widely across countries of origin, reflecting education policies and practices (including language of instruction), education trends, and socio-economic status of households. These

Evidence from Turkey suggests that children who arrive closer to school starting age have better educational outcomes. Those arriving later are more likely to not enroll in school or drop out.

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19   Hadfield et al. 2024.

20   However, the household head's education has no effect on the English test score, possibly reflecting the fact that South Sudanese refugees educated before 2017 completed their studies before independence and the change of national language from Arabic to English. Sakaue and Wokadala 2022.

21   Mammadova and Aypay 2023.

Barthelemy Toguo, Cameroon. *Our planet, let's live together this new generation*, 2018. Acrylic on canvas. World Bank permanent collection, PN 2108281.a, b., c., & d.

Working across painting, drawing, sculpture, photography, performance, and installation, Barthélémy Toguo addresses enduring and immediately relevant issues of borders, exile, and displacement. At the core of his practice is the notion of belonging, which stems from his dual French/Cameroonian nationality. Through poetic, hopeful, and often figural gestures connecting nature with the human body, Toguo foregrounds concerns with both ecological and societal implications. Place of Birth: M'Balmayo

in turn affect refugee students' adaptation to the education system in countries of asylum. A better understanding of refugee students' educational histories, and those of their parents, could inform policy responses and instructional practices for students from different countries of origin.[22]

▶ **Length of stay in host country.** In Kenya, differences in oral reading fluency in English across cohorts of students from different countries of origin may also reflect length of stay in Kenya. For example, Somali refugees, who performed

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22   Piper et al. 2020.

better than average, have been in Kenya longer, and these students are more likely to have siblings or parents who were educated in English in Kenya.[23] In Uganda, there is a positive effect of a longer stay on the English test score for refugee students.[24] Among Syrian refugee students in Türkiye, a sense of school belonging depended on their duration of stay in the country.[25]

▶ **Return intentions.** Refugee children's expectations of returning to their country of origin influence their investment in schooling. In Kenya, expectations of returning home are associated with lower oral reading fluency in English. Additionally, restrictions on refugees' rights to move and work in Kenya may limit the perceived usefulness of a Kenyan education, leading to lower educational investment.[26]

▶ **Early school environment.** A study of Ethiopian refugees airlifted to Israel and allocated randomly to absorption centers and schools across the country found that attending an elementary school with high pre-immigration mathematics scores reduced the chances of a student dropping out of high school by four percentage points relative to an average dropout rate of 10 percent, and increased the passing rates on high school matriculation exams by 8 percentage points relative to an average of 27 percent. The study also found

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23   Piper et al. 2020.
24   Sakaue and Wokadala 2022.
25   Mammadova and Aypay 2023.
26   Piper et al. 2020.

Overall, these results point to the importance of the early schooling environment and suggest that aspects of the elementary school itself may contribute to high school success.[27]

that high school achievements were significantly related to community characteristics such as income per capita, the welfare rate, and the average passing rate on matriculation exams. Overall, these results point to the importance of the early schooling environment and suggest that aspects of the elementary school itself may contribute to high school success.[27]

▶ **Refugee teaching assistants.** In Uganda, there is a positive effect of hiring untrained refugee teaching assistants on the English test scores of refugee pupils.[28]

▶ **Language of instruction.** Refugee students in Kenya demonstrated higher reading fluency when the language of assessment matched the primary language used for instruction at their school. Although Kenyan policy mandates = English as a primary language of instruction, teachers of refugees sometimes lack the language skills to teach in English or choose to use other languages to ensure their students understand the lessons. Teachers could benefit from

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27   Gould, Lavy, and Paserman 2004.
28   Sakaue and Wokadala 2022.

> *Teachers could benefit from training in 'translanguaging' practices, which would allow them to leverage languages shared with refugee students while simultaneously exposing refugee students to the language of instruction.*

training in 'translanguaging' practices, which would allow them to leverage languages shared with refugee students, such as Arabic or other home languages, while simultaneously exposing refugee students to English and Kiswahili.[29]

▶ **Child labor.** Child labor is closely linked to school persistence among refugees. In Türkiye, there is a strong association between the timing of school dropouts and the timing of labor market entry for refugee boys, suggesting similar factors drive these decisions.[30] Refugee boys in Türkiye are more likely to be in paid employment than native boys. Refugee children are less likely to be in paid employment if they arrive in Türkiye before the age of eight, come from wealthier households, have a household head with higher educational attainment, and live in households with a lower dependency ratio. Conversely, children are more likely to work if they have a young or female household head, come from rural areas in Syria, speak Turkish, and

have living parents of the same sex. Notably, having an educated household head was more protective against child labor when children were in Syria than in Türkiye. This disparity is likely due to the challenges adult Syrians face in accessing the formal labor market and having their credentials recognized in Türkiye, which diminishes their ability to shield their children from entering the labor force.[31]

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29 Piper et al. 2020.
30 Kırdar, Koç, and Dayıoğlu 2023.

31 Dayıoğlu, Kırdar, and Koç 2024.

3. Impact of School Environment on Refugees' Psychosocial Adjustment

Evidence from high-income settings has demonstrated that a positive school environment—including enjoyment of school, a sense of belonging, and strong support from teachers—plays a significant role in helping refugee children recover from trauma and build resilience. A study in Poland found that the school environment, including enjoyment of school and strong support from teachers, significantly contributes to resilience in Ukrainian refugee children.[32] In the United States, a greater sense of school belonging was associated with lower depression and higher self-efficacy among Somali refugee adolescents, regardless of their past exposure to adversity.[33] A study of refugees in Australian high schools concluded that a sense of belonging and support at school is crucial for building a resilient environment, and school support practices are connected to whether refugee youth feel a broader sense of belonging in their family or cultural community.[34]

Good peer relationships in school are also essential for a refugee's successful psychosocial adjustment to a new country. A study in Germany found that refugee adolescents were less socially integrated than their ethnic majority and non-refugee ethnic minority peers. Refugees had fewer friends and were more
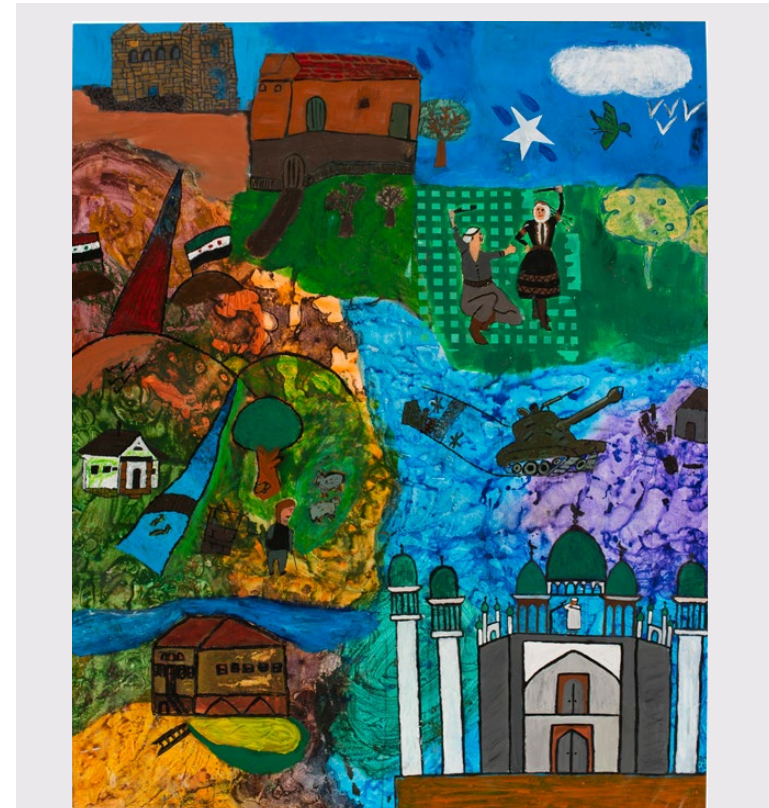
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32   Korcz, Cieśla, and Urbański 2024.
33   Kia-Keating and Ellis 2007.
34   Miller et al. 2022.

unknown. *Butterfly Exhibit: Promoting Peace Through the Arts*, 2017. On loan from the UNESCO Regional Office – Beirut Lebanon

often rejected as desk-mates than their classmates. However, in more ethnically diverse classrooms, refugee adolescents were better socially integrated, having more friends and being rejected less frequently as desk-mates compared to refugees in less diverse classrooms. Notably, this higher social integration in more diverse classrooms is not solely due to the preferences and higher shares of ethnic minority students, but also due to variations in the preferences of majority group adolescents.[35] A study of Ukrainian adolescents in the Czech Republic found that students had a strong tendency to form friendship ties with individuals of the same ethnicity, though overall there was a lower tendency of Ukrainian students to form and receive friendship ties than their Czech counterparts. The study also found that the increasing percentage of Ukrainian students in the classroom was associated with poorer integration in social networks, as students were more likely to form friendships along ethnic lines.[36]

However, schools are also places where children may experience violence, from both teachers and peers. A study on the factors contributing to school-based violence and depressive symptoms among refugee students in the Nyarugusu Refugee Camp in Tanzania found that refugee children experienced high levels of violence from school staff,[37] and had also faced significant violence from peers.[38] Nearly one in 10 students screened positive for depressive symptoms. The study found that more frequent interactions between students and teachers were associated with higher levels of school violence, possibly reflecting an environment where corporal punishment is considered an acceptable form of discipline. However, higher teacher self-efficacy was associated with a lower likelihood of depressive symptoms in students, suggesting that confident teachers may better support students' emotional well-being.[39]

Attitudes toward refugees affect teachers' self-efficacy and enthusiasm for teaching refugees. A study in Germany found that preschool teachers with more negative stereotypes toward newly arrived refugee children and less agreement with multicultural beliefs reported lower self-efficacy and enthusiasm for teaching newly arrived refugee children. Moreover, both teachers' stereotypes and self-efficacy were associated with their perceptions of externalizing behavior problems among refugee children.[40]

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35 Boda et al. 2023.

36 Lintner et al. 2023.

37 Over their lifetime, 81 percent of students had encountered physical violence, 34 percent had faced emotional abuse, and three percent had suffered sexual abuse perpetrated by school staff.

38 Over their lifetime, 28 percent of students had experienced physical violence, 31 percent had encountered emotional abuse, and eight percent had suffered sexual abuse perpetrated by peers.

39 Fabbri et al. 2022.

40 Chwastek et al. 2021.

4. Impact of Refugees' Educational Attainment on Longer-Term Integration Outcomes

There is limited evidence linking educational attainment to long-term mental health outcomes for refugees. Most studies do not find a significant association between education and mental disorders.[41] Of the few studies that do report a significant association in univariate analyses between education and mental disorders (all conducted in high-income settings), all indicate lower education to be risk factors for mental disorders, but these associations often disappear after adjusting for other potential confounders.[42] However, a recent study of Syrian refugees in Jordan found that low educational attainment was highly predictive of elevated mental distress, particularly among women.[43]

Investments in human capital in host countries can improve the labor market prospects of refugees. Refugees in high-income countries often work in poorly paid jobs, regardless of the education they obtained in their home countries. For example, a study in the Netherlands found that higher education acquired at home generally does not pay off during the first five years in the Dutch labor market, likely due to language barriers, lack of certification for home country qualifications, and health issues

stemming from repression.[44] However, acquiring host-country human capital is crucial for improving labor market outcomes. A cross-country European study found that host-country education is particularly important for disadvantaged groups such as refugees and family migrants, increasing their probability of gaining access to the labor market and improving the quality of work.[45] A study conducted in Denmark and Sweden found that secondary school completion was a mediating factor in the labor market marginalization of refugee and majority youth, suggesting that efforts to assist young refugees through secondary education are likely to have long-lasting positive effects on their socio-economic trajectories.[46] Additionally, a study in Austria found that obtaining a formal degree in Austria significantly reduced the probability of working below educational attainment and in low-skill employment for two decades after arrival, with stronger effects observed for women.[47]

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41   Bogic, Njoku, and Priebe 2015; Andersson et al. 2024.
42   Bogic, Njoku, and Priebe 2015.
43   Atrooz et al. 2024.

44   Hartog and Zorlu 2009.
45   Zwysen 2019.
46   Montgomery et al. 2022.
47   Ludolph 2023.

5. Impact of Refugees on the Educational Outcomes of Host Communities*

Africa—Tanzania, Rwanda, and Uganda

Studies in African settings indicate that the immediate and short-term effects of large refugee inflows on host children may be negative. For instance, a study in Tanzania on the short-term impact of large influxes of refugees from Rwanda and Burundi, measured one year after their arrival, found that children ages 0 to 5 at the time of the influx experienced a reduction in schooling by 0.2 years (7 percent) and a decrease in literacy by 7 percentage points (9 percent).[48] In Uganda, the inclusion of refugees in government schools during a large-scale refugee influx led to poorer test scores among Ugandan children. Specifically, a one percentage point increase in refugee concentration was associated with a 0.012 and 0.009 standard deviation decrease in English and mathematics test scores of native pupils, respectively.[49]

However, in protracted refugee situations where efforts have been made to integrate refugees into local school facilities and to strengthen these facilities by building extra classrooms or providing additional materials and teachers, the effects on host

Evidence from Rwanda and Turkey suggests that in protracted refugee situations where efforts have been made to integrate refugees into local school facilities and to strengthen these facilities by building extra classrooms or providing additional materials and teachers, the effects on host children can be positive.

children can be positive. For example, in Rwanda, the presence of Congolese refugees in protracted displacement has had an overall positive impact on the education of children living near refugee camps. Children living within 10 km of a refugee camp are significantly more likely to attend school and have better educational outcomes. Additionally, children in these areas benefit from school feeding programs, especially in camps with more local integration. These positive effects are attributed to the integrated approach to education pursued by the Rwandan government, coupled with increased national spending on education.[50]

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48   Baez 2011.
49   Sakaue and Wokadala 2022.

50   Bilgili et al. 2019.

*This section does not cover studies in high-income settings (United States—three studies; Denmark; Norway; the Netherlands; and Italy).

Türkiye

Large influxes of Syrian refugees led to increased school enrollments among Turkish boys and improved academic results for Turkish school students, precipitated by increased competition in the labor market. The Syrian refugee influx displaced working-age Turkish youth from the informal labor market, resulting in higher school enrollment among boys. Specifically, the arrival of every 10 refugees pushed three boys from work to school and four boys from combining school and work to school only. In households with more educated parents, the arrival of 10 refugees pushed three boys from being "neither in employment nor in education or training" (NEET) into school.[51] Moreover, an investigation into the test scores of Turkish students found that mathematics, science, and reading scores of Turkish adolescents increased following the Syrian refugee influx, conditional on parental education (a proxy for unobserved ability). The increase in test scores was most pronounced among students in the lower half of the test score distribution and those with mothers who had less than a high-school education. These effects may arise due to increased competition in the low-skill labor market, which motivated Turkish adolescents, who would normally perform worse in school, to invest more intensively in their human capital.[52]

An investigation into the test scores of Turkish students found that mathematics, science and reading scores of Turkish adolescents increased following the Syrian refugee influx, conditional on parental education (a proxy for unobserved ability). The increase in test scores was most pronounced among students in the lower half of the test score distribution and those with mothers who had less than a high-school education.

Turkish girls do not benefit to the same extent as Turkish boys. While girls were also displaced from the informal labor market, there was only an increase in school enrollment for boys. Specifically, for every 10 incoming refugees, about three Turkish girls no longer combine school and work, and about three Turkish girls are pushed into NEET status. The increase in girls with NEET status occurs in families with less educated parents. Consequently, the arrival of refugees has a negative effect on the human capital accumulation of working-age Turkish girls, particularly girls from less privileged backgrounds.[53] Additionally, the improvement in test scores is more pronounced for males than females.[54]

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51   Çakır, Erbay, and Kırdar 2023.
52   Tumen 2021.

53   Çakır, Erbay, and Kırdar 2023.
54   Tumen 2021.

The large influx of Syrian refugees also prompted some Turkish students to move from public to private schools. Turkish children switch from public to private primary schools in response to increased Syrian-refugee concentration in their province of residence. A 10 percentage-point increase in refugee-to-population ratio at the province level generated, on average, a 0.12 percentage-point increase in private primary school enrollment. This roughly corresponds to one Turkish child switching to private education for every 32 refugee children enrolled in public schools. The effect is slightly larger among males than females.[55]

Jordan

The educational outcomes of Jordanian students in public schools were not significantly affected by exposure to the mass arrival of Syrian refugees, except for small declines in school enrollments. More than a million Syrian refugees fled to Jordan, causing the share of non-Jordanians in public schools to increase from four percent in 2012 to 13 percent in 2017.[56] However, the presence of Syrian refugees had no effect on grade completion at various levels, final exam scores, grade repetition, and entry to secondary and tertiary education. The Jordanian government responded to the Syrian inflow by enrolling Syrians in evening shifts, and to a lesser extent, by opening new schools in camps. This appears to have mitigated the exposure of Jordanian students to Syrians and left the student–teacher ratio and the classroom density among Jordanian students largely unaffected.[57] However, a more recent study based on a richer dataset found that the Syrian refugee influx caused a small decline in school enrollments for Jordanian youths, primarily among males and youths with less educated parents. A one percentage-point increase in the share of refugees results in a 0.88 percentage-point (1.4 percent) decrease in the likelihood that young Jordanians enroll in school. The effect is concentrated among males and among youths with less educated parents. The decline in school enrollment among the young native population was accompanied by a 0.65 percentage-point (5 percent) increase in their employment in public services and defense, suggesting that labor market forces played a role in youths' decision to stay in school or not. This study also demonstrates that the decline in enrollment would have been larger in the absence of investments in educational infrastructure as part of the refugee response.[58]

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55   Tumen 2019.
56   Almuhaisen 2024.

57   Assaad, Ginn, and Saleh 2023.
58   Almuhaisen 2024.

Chile

Influxes of Venezuelan forced migrants negatively affected the academic performance of Chilean students. A study in Chile examines the effects of mass migration on the academic performance of Chilean students, focusing on the influx of Venezuelan (Spanish-speaking) and non-Spanish-speaking (mainly Haitian) migrants between 2016 and 2018. Overall, the migrant shock negatively impacted the academic performance of Chilean students, with larger effects for male students. The arrival of migrant students between 2016 and 2018 led to a much larger decrease in reading scores for native boys when the sudden influx was of non-Spanish-speaking migrants, rather than Spanish-speaking Venezuelan migrants. This suggests that the language spoken by immigrants plays a role, with non-Spanish-speaking migrants causing a larger decline in test scores. Limited school resources, indicated by an increased student-to-teacher ratio, may contribute to this effect. However, there is no evidence of native flight or "cream-skimming," as native students with higher socio-economic status or better academic performance did not disproportionately transfer to private schools in response to the migrant influx.[59]

In Chile, differences in language spoken and stretched school resources (evidenced by higher student-to-teacher ratios) might explain negative impacts on the test scores of Chilean children.

59 Contreras and Gallardo 2022.

6. De Jure and de Facto Access to Education

There is substantial variation in how low- and middle-income countries regulate refugee access to education, reflecting national-level actors' understandings of refugees' futures.

A comparative case study conducted in 2014 across 14 low- and middle-income host countries[60] identified multiple models of inclusion. These ranged from no access to government schools (no inclusion), to access to national schools but with separation from nationals either geographically or temporally, to full access to government schools where refugees and nationals share the same classrooms simultaneously. These models reflect different national perspectives on refugees' futures: active resistance to inclusion, based on the belief that refugees' futures lie elsewhere; pragmatic inclusion for logistical and financial efficiency without long-term integration intentions; and inclusion as a means for refugees to integrate and create futures in long-term exile.[61] A 2022 study of 48 developing region countries hosting more than 10,000 refugees also found significant variation in the regulations governing refugees' access to schooling. Host states fall into one of three categories: no restrictions on refugee education access; some restrictions in domestic law that constrain refugees' ability

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60 Bangladesh, Chad, Egypt, Ethiopia, Iran, Kenya, Lebanon, Malaysia, Pakistan, Rwanda, South Sudan, Sudan, Uganda, and Yemen.

61 Dryden-Peterson et al. 2019.
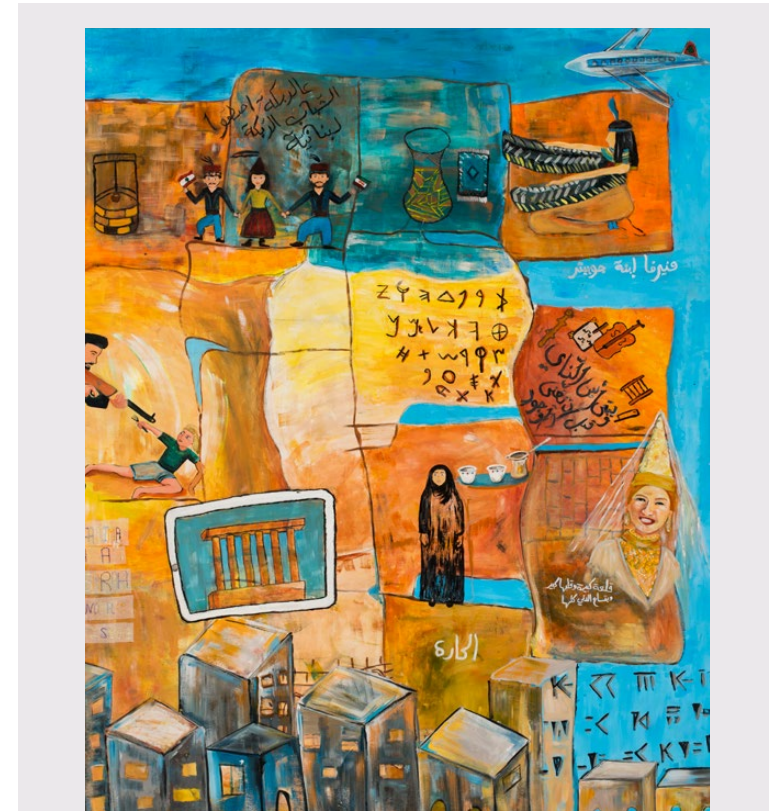
Douris. *Butterfly Exhibit: Promoting Peace Through the Arts*, 2017. On loan from the UNESCO Regional Office – Beirut Lebanon

to access formal schooling; and complete prohibition of refugees from accessing public schooling.[62] These regulations ultimately determine whether and what type of education refugees receive. Additionally, access to quality education for refugees, which may be supported by inclusive education policies for refugees, is often lacking within national education systems that are themselves of low quality.[63]

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62   Dupuy, Palik, and Østby 2022.
63   Dryden-Peterson et al. 2019.

Helen Zughaib, Lebanon. *Midnight Prayer,* **2018. Giclée on paper. World Bank permanent collection, PN 2027451**

The inclusion of refugee students in the same learning environments as their nonrefugee peers can be a misleading measure of educational opportunity. A study covering 41 resettlement countries examined the extent to which schools and classrooms provide refugee students with equitable educational opportunities compared to nonrefugee students, and whether teachers feel prepared for and engaged in culturally responsive instructional practices. The results show that refugee students in resettlement countries mostly attend schools and classrooms with nonrefugee peers.[64] However, schools with refugee students reported higher levels of delinquency and violence than schools without refugee students, alongside challenges with school resources and personnel. Classrooms with refugee students were more likely to be taught by teachers with fewer years of experience than those without refugee students. Notably, classrooms with refugee students tended to have larger enrollments and more students from marginalized backgrounds. A positive finding is that, regardless of teacher experience, education, self-efficacy, and other background characteristics, teachers of refugee students tended to report more multicultural preparation and practices as well as a desire for additional training.[65]

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64   Approximately 15 percent of schools included refugee students, and a similar percentage of classrooms within these schools also included refugee students.
65   Cooc and Kim 2023.

7. Impact of Refugee Education Policies

Impact of de jure rights

Refugee children in countries with more generous educational rights are more likely to attend school. A World Bank study examining nine refugee-hosting countries across four different contexts[66] found that the liberality of education policy, as measured by the Developing World Refugee and Asylum Policy Dataset (DWRAP), positively influences the likelihood of refugee children being in school and their ability to read and write.[67] This confirms that de jure rights to education have significant real-world implications for refugees.[68]

In Germany, regional regulations significantly influence refugees' chances of attending higher school tracks, creating path dependencies. A German study investigated the impact of regional educational policies on adolescent refugees' educational participation and the extent to which these policies limit or enable individual agency. Regional educational policies within Germany vary in several respects: the duration until school enrollment, the

De jure rights to education are closely related to the educational participation of young refugees.

type of class attended (newcomer vs. regular class), the type of school attended (other school forms vs. Gymnasium), and whether students are enrolled in age-appropriate settings. The results demonstrate that legal regulations are closely related to the educational participation of young refugees. Specifically, these regulations strongly influence refugees' chances of attending a higher school track (Gymnasium).[69] Due to the low permeability of the German education system, this creates path dependencies that affect the further education and career paths of new immigrant students.[70]

The results demonstrate that legal regulations are closely related to the educational participation of young refugees.

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66 (1) Lebanon, Jordan, and the Kurdistan Region of Iraq (KRI), which all host refugees from the Syrian and Iraqi civil wars; (2) Chad and Niger in the Sahel region; (3) Uganda and Ethiopia in East Africa; and (4) Peru and Ecuador in Latin America.

67 The 28-point difference between the DWRAP education score of Uganda (.5) and Ethiopia (.22) would be associated with an almost three-percentage-point increase of the likelihood of being in school and being able to write.

68 World Bank 2023.

69 Refugee students in federal states which tend to assign newly migrated students to lower school types are, with a probability of around 16 percentage points, less likely to attend a Gymnasium than students in federal states that are more flexible in assigning students to different school types.

70 Will, Becker, and Winkler 2022.

Helen Zughaib, Lebanon. *Abaya Series #3*, **2005. Giclée on paper. World Bank permanent collection, PN 2027538**

Two studies examine the effects of the Deferred Action for Childhood Arrivals (DACA) initiative in the United States, which provides work authorization and temporary reprieve from deportation to eligible immigrants. The first study found that DACA reduced the probability of school enrollment among eligible higher-educated individuals and provided some evidence that it increased the employment likelihood of men, in particular. These findings suggest that a lack of work authorization may lead individuals to enroll in school when working is not an option. Thus, when employment restrictions are relaxed and the opportunity costs of higher education rise, eligible individuals may reduce their investments in schooling.[71] The second study finds that DACA incentivizes work over educational investments, with the effect depending on how easily colleges accommodate working students. At four-year colleges, DACA induces undocumented students to choose between attending school full-time and dropping out to work. At community colleges, undocumented students have the flexibility to reduce their coursework to accommodate increased work hours. Overall, the results suggest that the precarious and temporary nature of DACA creates barriers to educational investments.[72]

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71 Amuedo-Dorantes and Antman 2017.
72 Hsin and Ortega 2018.

8. Impact of Education Interventions Targeting Refugees and Host Communities

Expanding education infrastructure

Investments in educational infrastructure can help mitigate the adverse impacts of sudden increases in refugee student populations. A study in Jordan, which found that the influx of Syrian refugees led to a small decline in school enrollment among Jordanian youths, also demonstrated that the effect would have been larger in the absence of investments in educational infrastructure in the most impacted areas. The study demonstrated that there was an increase in educational infrastructure in areas with more refugees. Estimates holding these investments constant show that the increase in refugees would have resulted in even larger decreases in school enrollment rates of natives had it not been for these investments.[73]

Cash transfers

In Lebanon, cash transfers led to improvements in educational outcomes, but these gains may not be sustained after the program ends. An impact evaluation of a large-scale multipurpose cash (MPC) transfer program[74] for Syrian refugee

children found that it improved educational outcomes, including transitioning from nonformal to formal schooling.[75] The program also improved health outcomes for preprimary and school-age children, decreased child labor, and reduced the likelihood of early marriage for girls ages 15–19 years.[76] A more recent study of the MPC program[77] found that the effects of reduced child labor and increased school enrollment were more prominent among boys, and that the benefits of the program were short-lived. The substantial increase in consumption during the program dissipated within six months after the assistance ended, leading families to revert to negative coping strategies, including child labor.[78]

Demand-side interventions alone may not achieve desired outcomes unless coordinated with supply-side interventions. An

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73   Almuhaisen 2024.

74   Cash assistance amounting to US$175 per household per month over 12 months.

75   Compared to children in nonrecipient households, MPC assistance increased enrollment rates in formal education by 7.6 percentage points for children in discontinued households and children in long-run recipient households and 8.8 percentage points for children in short-run recipient households. There were also significant decreases in enrollment in nonformal education among MPC recipients in the discontinued and long-run groups, indicating that MPC assistance is associated with a shift from nonformal to formal education.

76   Moussa et al. 2022.

77   Provides US$175 per month to eligible households plus a food voucher of US$27 per person per month.

78   Altındağ and O'Connell 2023.

evaluation of the No Lost Generation (NLG) cash transfer program[79] in Lebanon found no evidence that NLG increased overall school enrollment of Syrian children who were recipients of the transfer. This may be due, in part, to the fact that school enrollment among Syrian children rose rapidly across all governorates during the evaluation period, leading to supply-side capacity constraints that could have dampened the positive enrollment impacts of the program. However, the program did increase school attendance among enrolled children by 0.5 to 0.7 days per week, an improvement of about 20 percent relative to the control group.[80]

In Türkiye, the Emergency Social Safety Net (ESSN) program, which provides unconditional cash transfers, led to increases in school enrollments and decreases in child labor.[81] An evaluation found that the ESSN program reduced child labor and increased school enrollment among both male and female refugee children,[82] with the most pronounced effects among the most vulnerable households.[83] The program addressed both the opportunity cost and direct cost of schooling, with the former being more significant.[84] Another evaluation found that the ESSN program increased spending on education and school attendance for the most vulnerable households, although these benefits dissipated over 18 months. Unexpectedly, the program led to a net movement of children from larger, worse-off nonbeneficiary households into smaller, better-off beneficiary households, resulting in a substantial decline in poverty and inequality in the entire study population.[85]

A study in Denmark found that reducing welfare benefits for refugee households led to a 19 percent increase in school absences. This increase was primarily due to absences not related to sickness or without parental permission. Specifically, the number of absence days increased by 0.16 days per month during the first school year, totaling approximately 1.76 additional days of absence over the entire school year.[86]

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79 Provided monthly cash transfers for each Syrian child enrolled in an afternoon shift at a primary school. Children ages 5–9 received benefits of US$20 a month, which was estimated to be sufficient to offset the cost of commuting to school. The benefit for children ages 10–14 of US$65 a month was estimated to be sufficient to offset a considerable portion of the average monthly indirect costs of schooling and the forgone earnings of a working child.

80 De Hoop, Morey, and Seidenfeld 2019.

81 For the average Syrian family with six members, the monthly payment was around US$105.

82 Being a beneficiary household reduces the share of children working from 14 percent to 1.6 percent (a decrease of 88 percent) and the share of children ages 6 to 17 not in school from 36.2 percent to 13.7 percent (a reduction of 62 percent). The effect on school enrollment was strongest for children ages 12 to 14.

83 The impact on child labor and education is larger in magnitude for households with lower income and education level of the household head. In particular, the effect on child labor is much more pronounced among households in the lowest consumption quintile, and the effect on schooling is much stronger for households in the lowest two consumption quintiles.

84 Aygün et al. 2024.

85 Özler et al. 2021.

86 Andersen, n.d.

School feeding programs

In addition to enhancing dietary diversity and food security, school feeding programs can significantly improve attendance and retention rates for both refugee and host students. In Lebanon, the World Food Program (WFP) implemented an emergency school feeding program (SFP) targeting Lebanese children attending morning sessions and Syrian refugee children attending afternoon sessions in public schools. The program resulted in higher dietary diversity in intervention schools compared to control schools for both morning and afternoon sessions. Additionally, child-reported food insecurity was lower among children attending the afternoon sessions of intervention schools compared to control schools. The SFP intervention was linked to increased school engagement and a stronger sense of school community in the morning sessions. While the SFP was notably associated with higher attendance for children in the afternoon sessions, it also significantly improved school retention for children in both morning and afternoon sessions.[87]

Remedial and nonformal education

A study conducted in Ethiopia on the outcomes of Child and Youth Learning Centers (CYLCs) in Buramino Camp, Dollo Ado, found significant improvements in both literacy and numeracy.

The findings indicate that the early establishment of CYLCs during the initial months of the refugees' stay at Buramino Camp provided substantial educational benefits for attendees, with notable gains in literacy and numeracy over the study period. Additionally, caregivers of children attending the CYLC reported fewer unmet needs. The study also highlighted positive impacts on the psychosocial well-being of children and protection concerns, although these benefits were primarily observed among younger children.[88]

Implementation and contextual challenges, such as irregular attendance, teacher turnover, and a lack of teaching and learning materials, may hinder the effectiveness of supplementary education programs in improving learning outcomes in refugee settings. A randomized controlled trial of weekend and holiday booster classes for 7th and 8th grade girls was conducted in Kakuma refugee camp, Kenya, aimed at enhancing girls' educational outcomes and increasing transition rates from primary to secondary school. The booster classes failed to produce statistically significant effects on learning outcomes, school attendance, or noncognitive skills. However, qualitative findings indicated several benefits, including greater freedom to ask questions, smaller class sizes, and more supportive teachers. Mixed-methods research suggests that the limited impacts may

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87　Jamaluddine et al. 2022.

88　Children ages 6–11 years experienced a 3.77 mean decrease in difficulties—as measured by the strengths and difficulties questionnaire (SDQ)—if attending the CYLC as compared to a mean decrease of 1.0 for nonattenders. Metzler et al. 2021.

stem from implementation challenges, such as irregular attendance at booster classes and a lack of suitable teaching materials.[89]

Technology in education

A meta-analysis of technology-in-education programs with diverse implementation models showed positive effects on learning outcomes, particularly for out-of-school children (though displaced persons often lack access to technology). Qualitative evidence indicates that integrating educational technology with gaming can enhance children's learning and well-being. Key factors for program effectiveness include sophisticated yet simple game design, entertaining learning experiences, effective rewards, clear progress communication, and fostering a sense of control and achievement among students.[90]

Digital game-based learning programs can lead to positive educational and psychological outcomes for out-of-school children. In Sudan, the "Can't Wait to Learn" (CWTL) program uses digital gaming technology to deliver educational content aligned with the national curriculum to out-of-school children in remote villages. This program, facilitated by local Learning Directors, led to significant improvements in mathematics and Arabic literacy competencies compared to state-provided education for out-of-school children. Additionally, the psychosocial well-being of

children in CWTL villages improved, unlike those in comparison villages.[91] In Lebanon, the CWTL program for out-of-school children resulted in significant increases in numeracy and self-esteem, and a reduction in psychological symptoms, despite low attendance. The program also positively influenced psychosocial outcomes, improving self-esteem, and reducing psychological symptoms.[92]

A game-based learning approach is an effective, cost-efficient way to teach refugee children essential cognitive, language, coding and other skills. An evaluation of "Project Hope", an online game-based learning intervention for Syrian refugee children in Türkiye, found significant improvements in Turkish language acquisition, coding, executive functioning, and overall hopefulness.[93]

Contract teachers

A randomized trial embedded within a nationwide reform of teacher hiring in Kenyan government primary schools found that new teachers offered fixed-term contracts by an international NGO significantly raised student test scores, while those offered

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89   Brudevold-Newman et al. 2023.

90   Burde et al. 2023.

91   Brown et al. 2023. particularly in low- and middle-income countries. This paper shows quasi-experimental evidence that a digital game-based learning programme ('Can't Wait to Learn').

92   Turner et al. 2022.

93   Sirin et al. 2018.

identical contracts by the Kenyan government had no impact.[94] Observable differences in teacher characteristics explained little of this gap. Instead, data suggests that bureaucratic and political opposition to the contract reform led to implementation delays and a differential interpretation of identical contract terms. Additionally, contract features that produced larger learning gains—in both the NGO and government groups—were not scaled up by the government beyond the experimental setting.[95]

Teacher training

A cluster-randomized controlled trial of the EmpaTeach violence prevention intervention in Nyarugusu Refugee Camp, Tanzania, found no evidence that the intervention effectively reduced physical violence by teachers toward primary or secondary school students. The intervention, which included empathy-building exercises and group work, aimed to equip teachers with self-regulation skills, alternative discipline techniques, and classroom management strategies. The primary outcome was students' self-reported experience of physical violence from teachers. Secondary outcomes included reports of emotional violence, depressive symptoms, and school attendance. At baseline, 54 percent of students reported experiencing physical
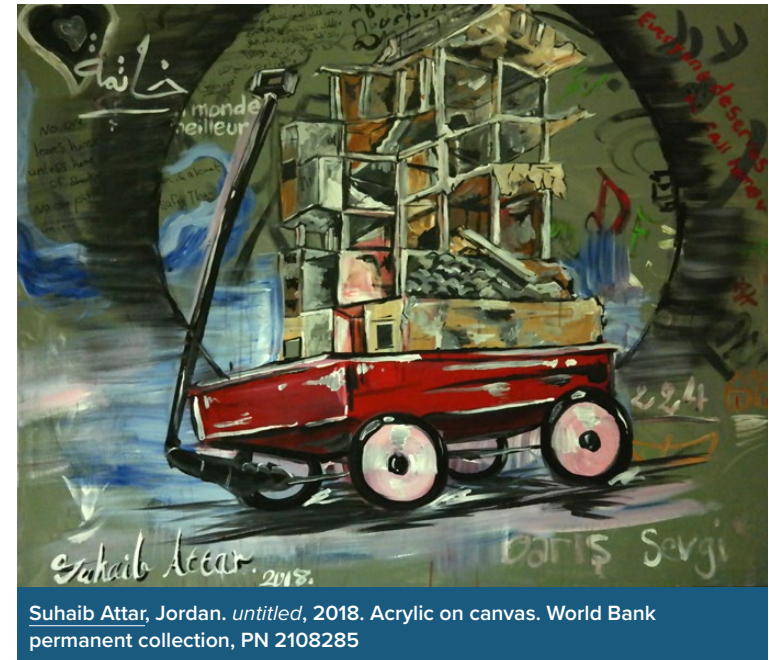
Suhaib Attar, Jordan. *untitled*, **2018. Acrylic on canvas. World Bank permanent collection, PN 2108285**

violence from school staff in the prior week. At midline, the prevalence of prior-week violence was not statistically different between intervention and control schools, and no effect was detected on secondary outcomes.[96]

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94 The NGO treatment arm resulted in a significant increase in overall learning of approximately 0.2 standard deviations, controlling for baseline covariates, whereas the government treatment arm showed no effect.

95 Bold et al. 2018.

96 Fabbri et al. 2022.

Social and emotional learning

Social and emotional learning programs have the potential to improve the mental health of refugee students. The Building the Evidence for Forced Displacement Program published a synthesis of evidence on interventions to support education for forcibly displaced people and to include them in national education systems, covering 194 education interventions in 22 countries. Their meta-analysis of programs aiming to improve social and emotional learning demonstrates that these interventions have the potential to reduce depression and posttraumatic stress disorder.[97]

Social cohesion

An evaluation of an educational program in Türkiye aimed at developing social skills and cohesion in schools found it effective in creating a cohesive classroom environment. Implemented in schools with rapidly changing ethnic compositions due to an influx of refugee children, the program addressed issues of increased peer violence and ethnic segregation. It significantly reduced high-intensity peer violence and victimization in school grounds; and decreased social exclusion and ethnic segregation in the classroom. The program fostered trust, reciprocity, cooperation, and altruism among students, benefiting refugees the most. Refugee children who participated also achieved better Turkish

language test scores. The improvements are attributed to enhanced perspective-taking abilities and better self-regulation of impulsivity among children.[98]

Other[99]

A study in Germany investigated the integration of families seeking asylum in Germany between 2013 and 2016, finding that early childhood education and care (ECEC) services had positive integration outcomes for the refugee mothers of young children. The size of the estimate is substantial and is particularly strong for improved language proficiency and employment prospects.[100]

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97   Burde et al. 2023.

98   Alan et al. 2021.

99   This section does not cover the impact of education interventions in high-income settings (United States—three studies; Canada—two studies; Germany—three studies; and Greece—one study).

100 Gambaro, Neidhöfer, and Spiess 2021.

9. Cost of Refugee Educational Inclusion

A World Bank report highlights the significant financial require-ments for providing quality education to refugee children in low- and middle-income countries. The report estimates the cost of educating refugees ages 5–17 in their current host countries, focusing on low- and middle-income countries hosting 7,000 or more refugees. The estimates assume that refugee students receive education comparable to host-country students in terms of teacher quality, school infrastructure, access to learning materials, and other inputs. The average annual cost of providing education for the existing cohort of refugee students in low-income countries (LICs), lower middle-income countries (LMICs), and upper middle-income countries (UMICs) is estimated at US$4.85 billion. Although LICs and LMICs host half of the school-age refugees, they account for only 20 percent of the financing envelope. The average unit cost (that is, per child) for refugee education is US$1,051. The cohort-average annual refugee education cost represents 3.8 percent of public expenditure on primary and secondary education in host countries.[101] The authors also note that financial resources alone are insufficient for universal access and completion of education, and that improvements in quality and learning outcomes are not directly correlated with increased education expenditure.[102]

> *The average unit cost (that is, per child) for refugee education is US$1,051. The cohort-average annual refugee education cost represents 3.8% of public expenditure on primary and secondary education in host countries.*

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101 It averages 4.7 percent, 2.1 percent, and 4.3 percent in LICs, LMICs and UMICs, respectively. However, these averages mask large variations between countries.

102 World Bank and UNHCR 2021.

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Annex: Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
Peer-reviewed articles published in high-quality (Q1 and Q2) journals and World Bank reports in English	Working papers (including World Bank policy research working papers), articles published in poorly rated journals (Q3 and Q4), and grey literature
Full text available through the World Bank Library	-
Quantitative methods	Qualitative and theoretical articles
Low- middle- and high-income settings	-
Education from preschool through to tertiary level	Vocational and adult education
Population of focus includes refugees	Studies focused exclusively on IDPs, voluntary migrants, and conflict-affected populations
-	Health education programs

INSPIRE Guide authors

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Danielle Falk is an Education Researcher at the International Rescue Committee. Her research focuses on the lived experiences of teachers in complex crises as well as the policy environment influencing their work. She has led qualitative and mixed methods research on teacher professional development (TPD), teacher management, teacher well-being, and school leadership in Ethiopia, Kenya, Uganda, South Sudan, Tanzania, Myanmar, Bangladesh, and Jordan, and designed and implemented multi-modal TPD in refugee and host communities in East Africa. She received her MA and PhD in Comparative & International Education at Teachers College, Columbia University.

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Ola Hisou is a forced displacement expert and has over than twelve years of experience in international and human development at the World Bank under different global practices and units including Poverty Reduction and Economic Management (PREM), Micro Economic Trade and Investment (MTI), Finance Competitiveness and innovation (FCI) and lately Fragility, Conflict and Violence (FCV). She contributed to many World Bank analytical reports related to economy, forced displacement, migration and diaspora, gender, private sector, trade, and regional development and integration.

Peter Holland is a Lead Education Specialist working in the Africa Region of the World Bank. Previously, Peter served as the Human Development Program Leader based in Mozambique, and the Program Manager for REACH, the Bank's results-based financing initiative in the Education Global Practice. Since joining the Bank in 2004, he has been a Task Team Leader in Argentina, Haiti, Lebanon, Madagascar, Mexico, Mozambique, and Uruguay, and was based in Haiti from 2007-2009. Prior to joining the Bank, Peter served as the Resident Representative for Oxfam Quebec in the Middle East, managing projects in the West Bank, Gaza, Lebanon, and Jordan. He has a degree in international economics from Johns Hopkins SAIS and a business degree from Carleton University (Canada).

Jessica D. Lee is a consultant at the World Bank Group with over a decade of experience in education policy and international development. Her work spans a diverse range of topics, including student assessment, higher education governance, education financing, and girls' education. Jessica has contributed to numerous publications in these areas, helping shape global conversations on education reform. She holds a B.A. in Film and Television from UCLA and an M.A. in Education Policy from Teachers College, Columbia University.

Arianna Pacifico is an Education Researcher at the Airbel Impact Lab, supporting the International Rescue Committee's global research agenda including the Education Research in Conflict and Protracted Crisis (ERICC) programme, an ambitious FCDO-funded project that aims to build a rigorous body of research evidence about what works to improve access, quality, continuity of education, and learning children in conflict affected settings. Arianna's work examines how to support education for the world's most vulnerable populations in ways that are at scale, cost-effective and contribute to sustainable peace and development across a range of contexts including Uganda, South Sudan, Ethiopia, Tanzania, Lebanon, Turkey, Syria, and Jordan. Previously she coordinated the Standards and Practice Working Group at the Inter-Agency Network for Education in Emergencies (INEE) building inter-agency coalitions to advance the global education in emergencies agenda. She received her PhD in International Comparative Education from Teachers College, Columbia University and her MS in Global Affairs at New York University.

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She has extensive experience in country strategies and operations in fragile, and conflict affected situations. She has served as the World Bank's Senior Country Officer for Morocco, Tunisia, Libya, and Algeria and before that as Country Officer for Haiti. She is a co-author and co-editor of, The Long Road to Inclusive Institutions in Libya: A Sourcebook of Challenges and Needs. She has led the development of World Bank country strategies for Libya, Algeria, and Haiti. She has also been responsible for the country program coordination and portfolio management for programs in Morocco, Tunisia, Libya, Algeria, and Haiti. Before joining the World Bank, she worked at the United States Institute of Peace doing research on peacemaking and state building. And she worked in the United States Senate as a foreign relations fellow for a Senator on the Senate Foreign Relations Committee.