

ERICC Webinar Series: Refugee Inclusion in National Education Systems

18 September 2024



**Inter-agency
Network for Education
in Emergencies**

Introductions



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Webinar Objectives

💡 Promote awareness of latest findings and thinking on refugee inclusion in education systems

💡 Promote uptake of latest research by sharing clear policy and practice takeaways

💡 Advancing and synthesizing new learnings from various research initiatives to move the sector forward

AN OVERVIEW:

Education Research in Conflict and Protracted Crisis

18 September 2024

ERICC PROGRAMME

Component 1 & 2: IRC & UCL

Rigorous research, co-constructed with key stakeholders, on the most effective approaches to education in conflict and protracted crisis; and responding to policymakers' and practitioners' needs for evidence-based programme and policy strengthening

Component 3: Inter-agency Network for Education in Emergencies (INEE)

Ensuring the right people have the right information to make bold, evidence-based decisions to improve policy and practice

Component 4: British Academy

Strengthening institutional capacity of Global South research institutions; build the capacity of early career researchers in the Global South; and establish communities of practice to promote new research partnerships, share best practice, and support research training.

REFUGEE ACCESS TO NATIONAL EDUCATION SYSTEMS:

The state of the evidence on enabling factors, constraints and interventions

Arianna Pacifico
Independent Consultant

18 September, 2024

Increasing forced migration

- 43.4 million people currently living refugees and asylum seekers, 40 percent of whom are school-aged children and youth.
- Refugee gross enrolment rates at 38% for pre-primary, 65% for primary, 41% for secondary, and 6% for tertiary education.

Refugee inclusion in national systems growing policy priority

- Comprehensive Refugee Response Framework (CRRF), the Global Compact on Refugees (GCR), and the United Nations High Commissioner for Refugees (UNHCR)'s Refugee Education 2030 strategy
- Global Refugee Forum (GRF)

RESEARCH QUESTIONS

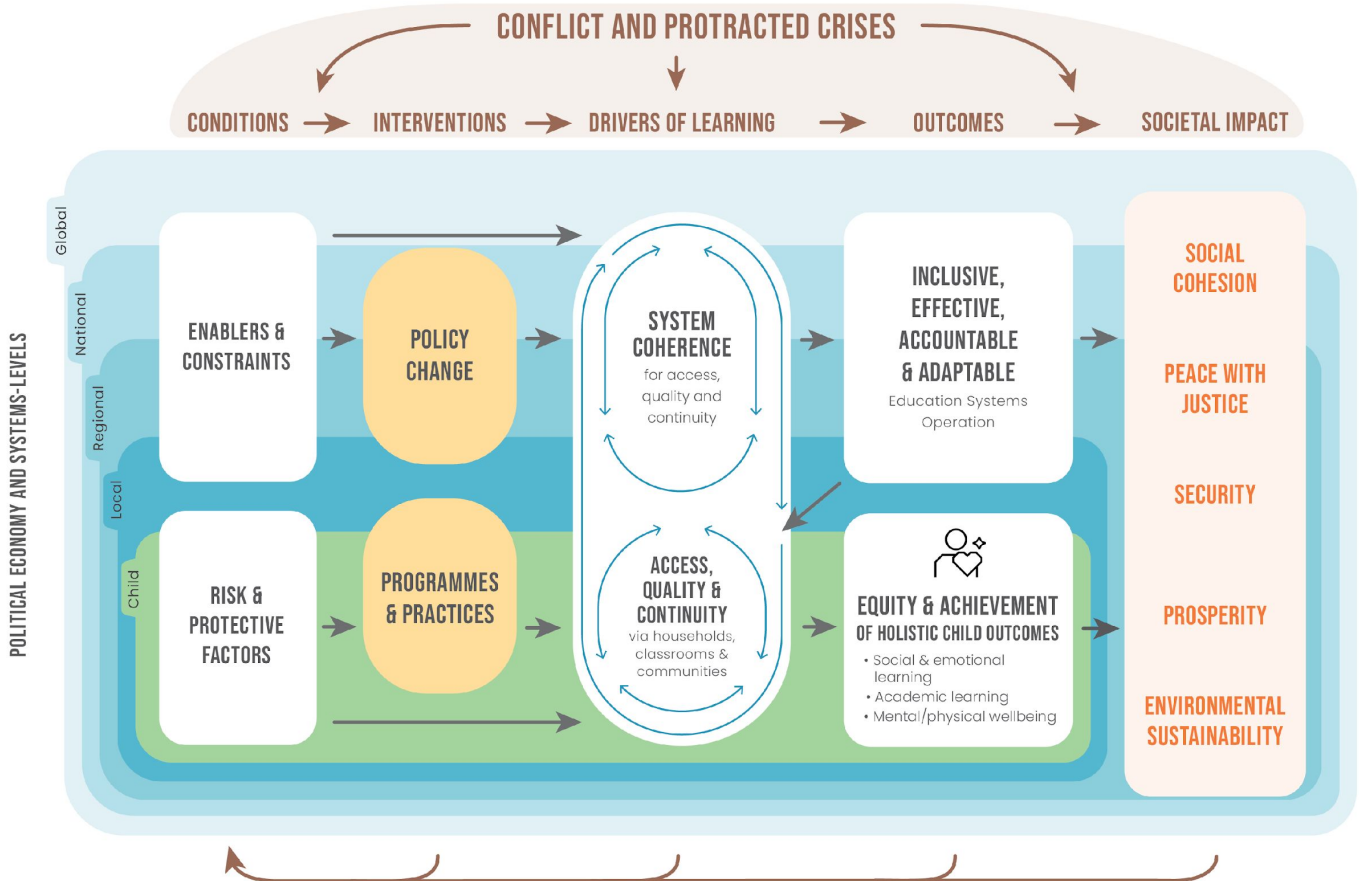


1. What type of evidence is available on refugee access to national education systems?
2. What are the most pressing barriers and enabling factors related to expanding access for refugee and host community learners in national systems?
3. What evidence exists about what works to improve refugee access to national education systems?
4. What are the gaps in evidence and what research is needed next?

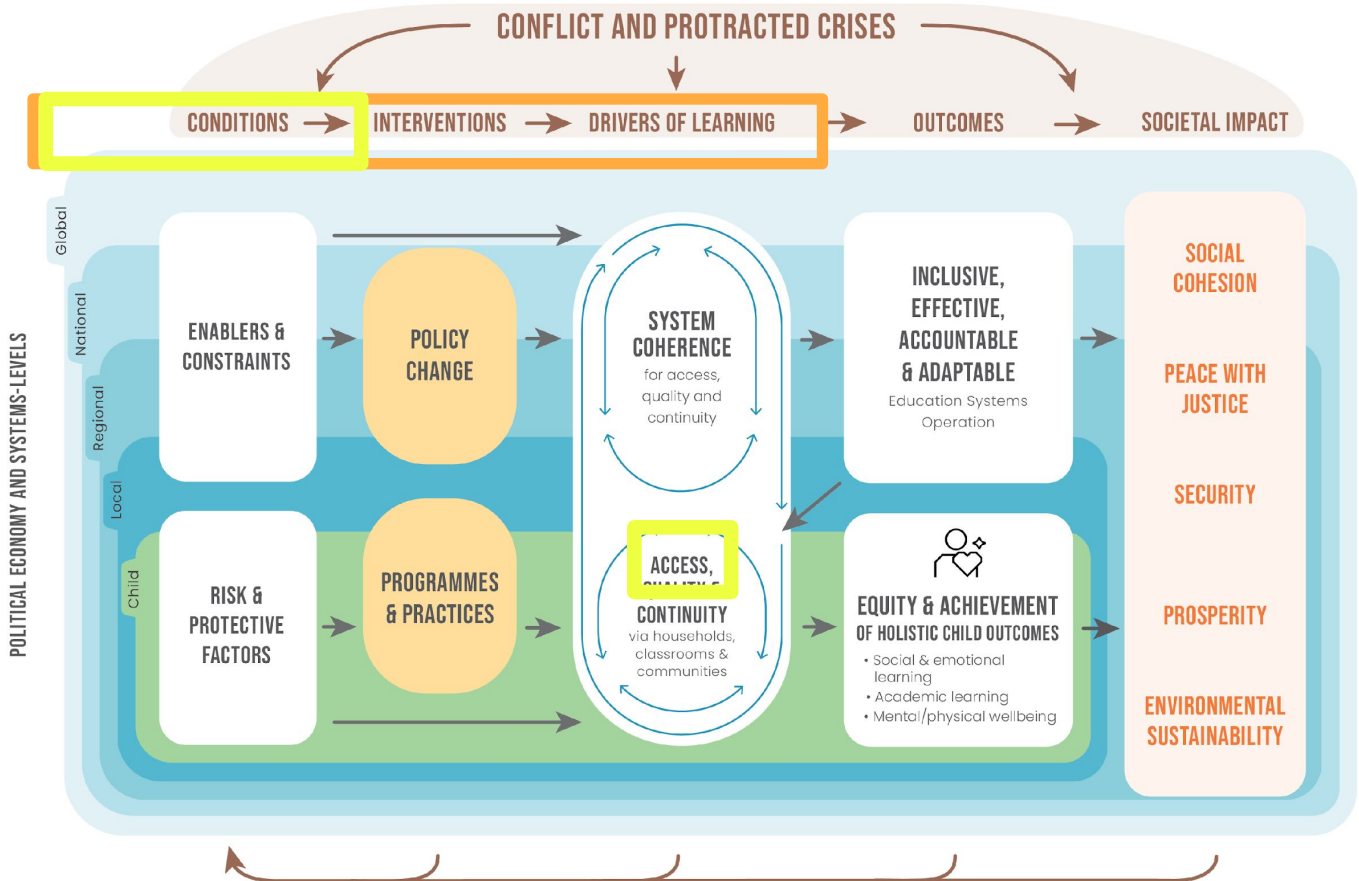
ERICC conducted a global evidence review identifying over 522 peer-reviewed articles and grey literature from:

- Rigorous reviews of evidence in conflict and crisis settings (Burde et al., 2015; Burde et al., 2023a)
- Websites (INEE, IRC, World Bank, Save the Children, Unicef, UNHCR and International Initiative for Impact Evaluation).
- Seven country-level systematic reviews that ERICC consortium partners conducted in Bangladesh, Jordan, Lebanon, Nigeria, Myanmar, South Sudan and Syria were conducted through searches in academic databases (Google Scholar, Education Resources Information Center, ReliefWeb) using terms such as Education/ Education Policy/ Education Response/ Education in emergency/ Education Budget/ Education Financing/ Informal Education/ Education Program/ Learning Facility/ School Programming/ and Early Childhood Program, starting in the year 2000
- Academic database search on refugee education and inclusion specifically using search terms such as refugee education/ refugee integration/ refugee inclusion/ refugee access to national education systems.

ERICC CONCEPTUAL FRAMEWORK

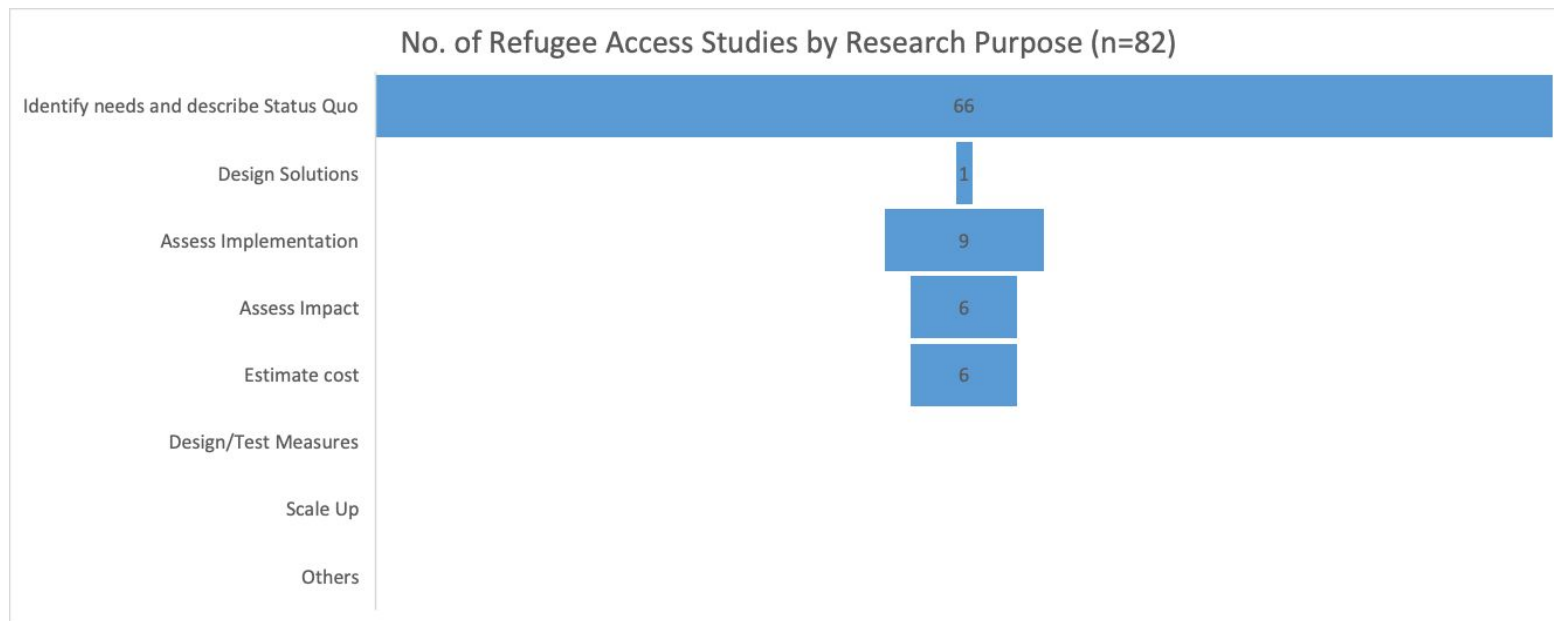


ERICC CONCEPTUAL FRAMEWORK

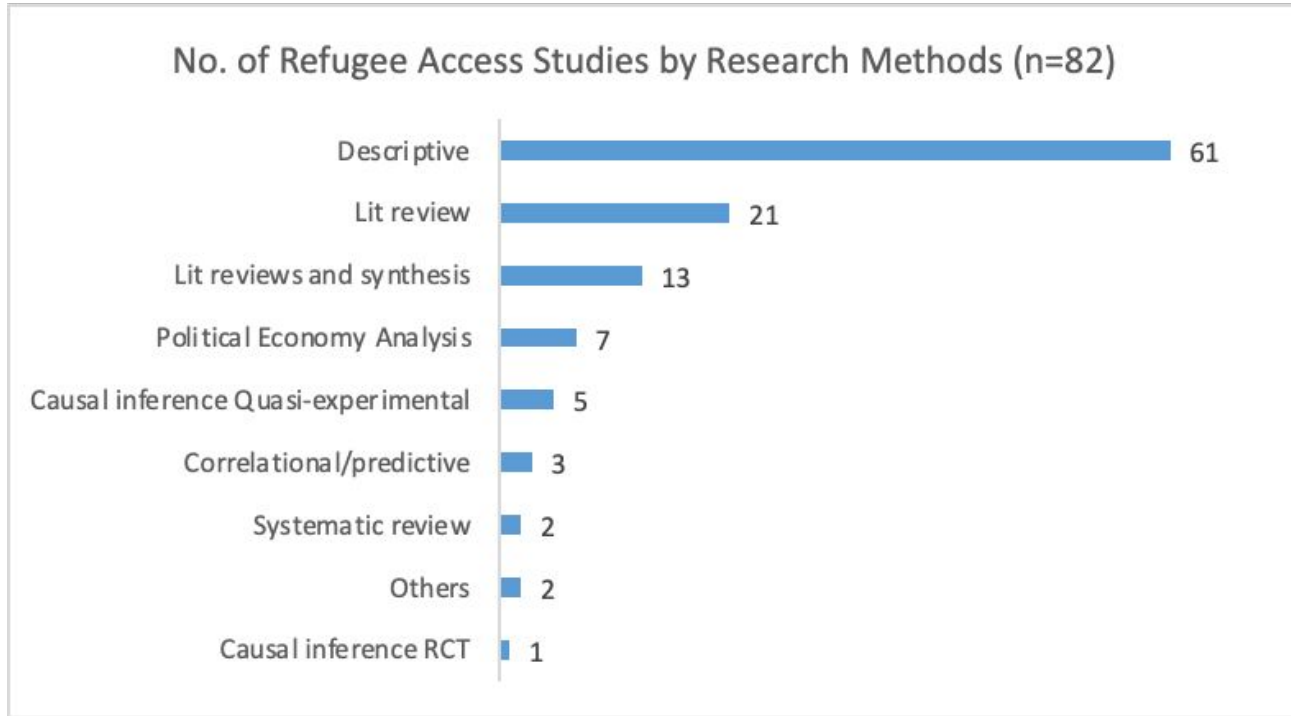


WHAT TYPE OF EVIDENCE IS AVAILABLE ON REFUGEE ACCESS TO NATIONAL EDUCATION SYSTEMS?

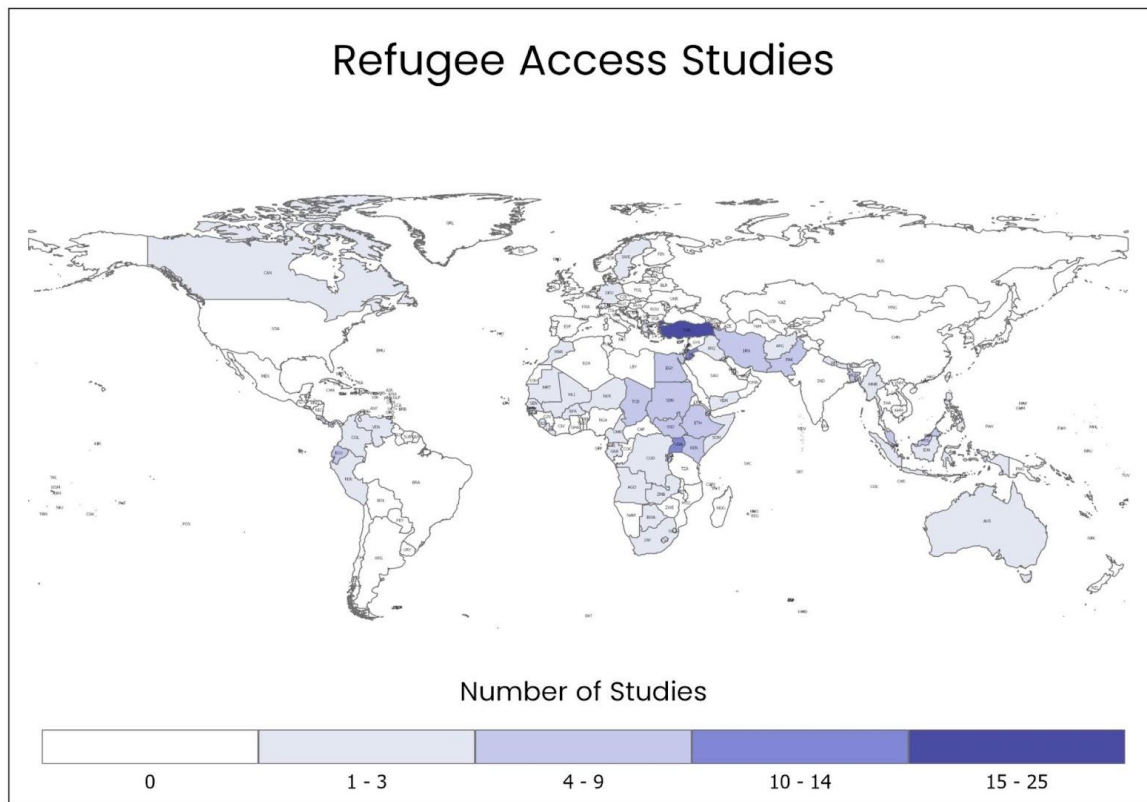
Of the 522 studies in the database 82 studies were included in this evidence review.



WHAT TYPE OF EVIDENCE IS AVAILABLE ON REFUGEE ACCESS TO NATIONAL EDUCATION SYSTEMS?

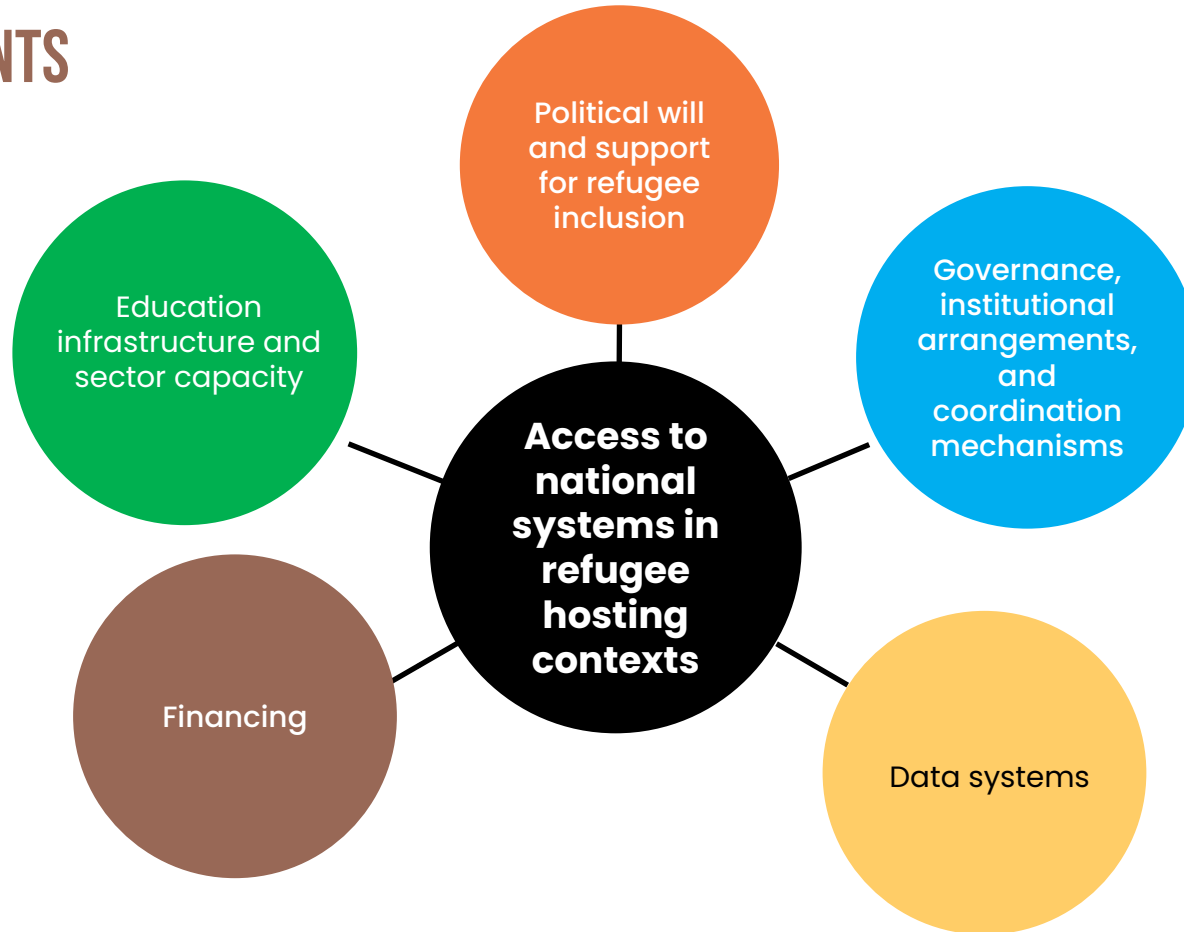


WHAT TYPE OF EVIDENCE IS AVAILABLE ON REFUGEE ACCESS TO NATIONAL EDUCATION SYSTEMS?

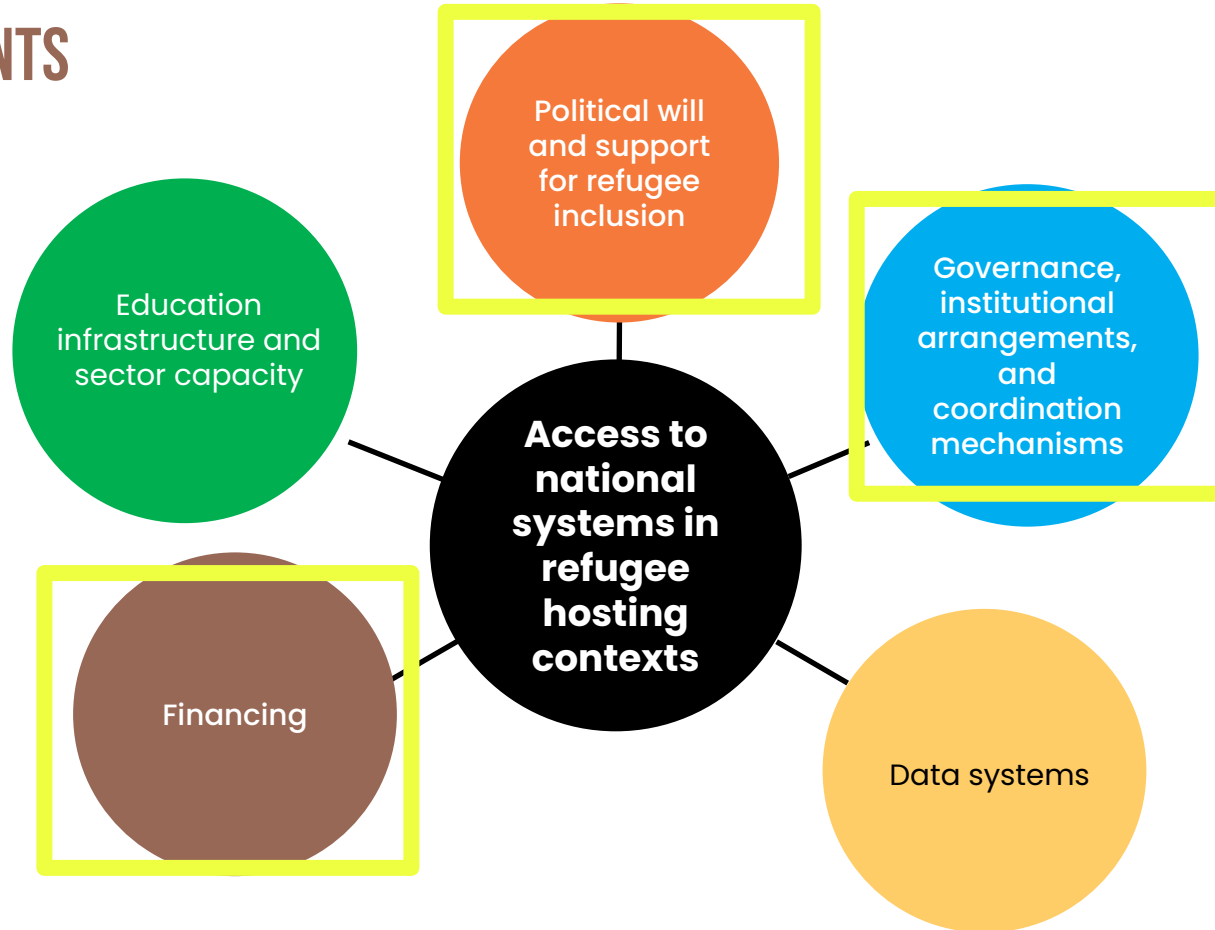


Country	No. of Studies
Lebanon	25
Türkiye	20
Uganda	14
Jordan	12
Kenya	10
Ethiopia	8

GLOBAL, REGIONAL & NATIONAL-LEVEL ENABLING FACTORS AND CONSTRAINTS



GLOBAL, REGIONAL & NATIONAL-LEVEL ENABLING FACTORS AND CONSTRAINTS



ENABLING FACTORS & CONSTRAINTS

INTERNATIONAL FINANCING

- Inadequate, unpredictable, inflexible and short-term support; donor fatigue due to competing crises and priorities; and lack of support for infrastructure and recurring costs.
- Significant efforts to improve the architecture of international donor finance to education and to better finance education across the humanitarian–development continuum.

DOMESTIC FINANCING

- High education budgets facilitate access to national systems for migrant and refugee learners.
- Where national education systems are heavily dependent on international financing and support, greater risk that government will be able to sustainably support education for displaced learners.

POLITICAL WILL & SUPPORT FOR REFUGEE INCLUSION



ENABLING FACTORS & CONSTRAINTS

INTERNATIONAL PARTNER/DONOR

- Sustained political will and long-term support from donors and donor governments is central to the refugee inclusion agenda.
- In a global context of competing crises, the politicisation of migration and rising populism, long-term political support for refugee-hosting governments remains a challenge.

HOST GOVERNMENT

- Strong host government political leadership and willingness to accept migrants and integrate them into national education systems is a critical foundation for the development of laws and standards that support education access to migrants and refugees.

GOVERNANCE, INSTITUTIONAL ARRANGEMENTS, COORDINATION MECHANISMS



ENABLING FACTORS & CONSTRAINTS

- **Effective governance.** Policies aiming to expand refugee access can be impeded due to a lack of clear implementation guidance, oversight, policy clarity and resources, as well as coordination failures and the decentralised and politicised nature of the state and education administration.
- **Clear institutional arrangements** for refugee education within host governments and communication between ministries that deal with education, migration and crisis response supports refugee access to national systems. Benefits to refugee education programmes placed under ministries of education as opposed to ministries that deal with humanitarian or refugee response.
- **Strong coordination mechanisms** between government, UN and civil society are critical in supporting refugee inclusion efforts, education sector planning and advising on the provision of education in crisis and refugee settings.

FINAL TAKEAWAYS



POLICY & PRACTICE

- Addressing refugee inclusion in national education systems requires a holistic approach that considers all four key drivers of learning – educational access, quality, continuity and coherence.
- Effective policy and programs design and implementation must be informed by contextual realities to ensure conflict sensitive, equitable education access and positive educational outcomes for refugees and host community learners.
- There is strong global consensus on the value of including refugees into national education systems as soon after they arrive in a country as possible. However, limited research on the conditions under which refugee inclusion should be pursued and when.

RESEARCH

- Gaps in the evidence base include limited cost-efficiency and cost-effectiveness research, limited quasi-experimental and experimental research, geographic limitations, and limited implementation research.

THANK YOU

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<linkedin.com/company/ERICC>



Key Determinants of Successful Educational Outcomes for Refugee Children

Maha Shuayb, Mohammad Hammoud, Ola Samhoury

Two main education paradigms in refugee education



A scarcity of comparative & longitudinal research

Education in Emergency
in the global south

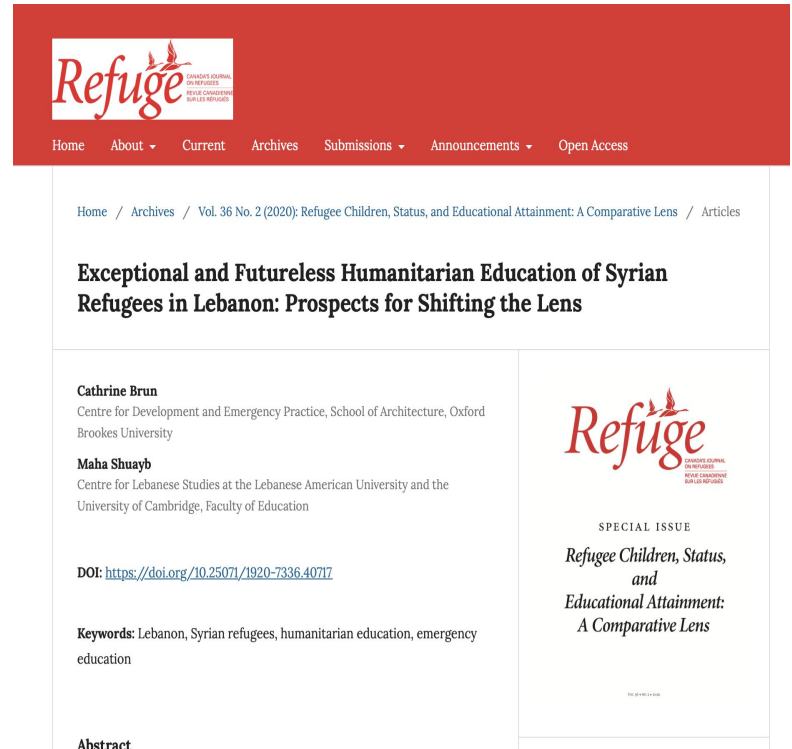
Longer-term settlement
in the global north

Examines the impact of
different education paradigms
on refugees' school
outcomes

A disconnection between research
that examines refugee education
policies and practices in the global
north and south

Education and Humanitarianism

- Oxymoron rationale
- Contradicting aims of education and humanitarianism
- Membership in the society is overlooked
- Lebanon response: humanitarian led, state and donor hegemony, humanitarian development nexus.
- Alternative models "national" vs "global" education programmes



The screenshot shows the website for the journal 'Refuge'. The header is red with the journal's logo and navigation links: Home, About, Current, Archives, Submissions, Announcements, and Open Access. The main content area is white and displays the article title 'Exceptional and Futureless Humanitarian Education of Syrian Refugees in Lebanon: Prospects for Shifting the Lens' by Cathrine Brun and Maha Shuayb. The authors' affiliations are listed: Cathrine Brun is from the Centre for Development and Emergency Practice, School of Architecture, Oxford Brookes University; Maha Shuayb is from the Centre for Lebanese Studies at the Lebanese American University and the University of Cambridge, Faculty of Education. The DOI is <https://doi.org/10.25071/1920-7336.40717>. The keywords are 'Lebanon, Syrian refugees, humanitarian education, emergency education'. The article is part of a special issue titled 'Refuge Children, Status, and Educational Attainment: A Comparative Lens'. The journal's logo is also visible on the right side of the page.

Research Questions

1. How the schooling of refugee children differs between education in emergency and long-term education paradigms?
2. What are the factors shaping refugee children's schooling experiences and outcomes?



Socioeconomic
factors



Pre-arrival
factors



Post-arrival
factors



School
Environment



Language
of
instruction



Schooling
Performance

Our study targets...

اللغة العربية



Arab-speaking refugee children who...



... have fled the region...



... and have been enrolled in formal education during the past



2 to 3 years in any of the following countries...



Country Overview

	Lebanon	Türkiye	Australia
Number of Syrian Refugees	1.5 Million	3.5 Million	12,706
School-Aged Syrian Children	661,000	1,082,172	Unknown
Enrolled in Segregated Schools	153,286	25,278	None
Enrolled in Integrated Schools	52,775	633,271	All School Aged Children

Sample Distribution Over Time

- Student Surveys

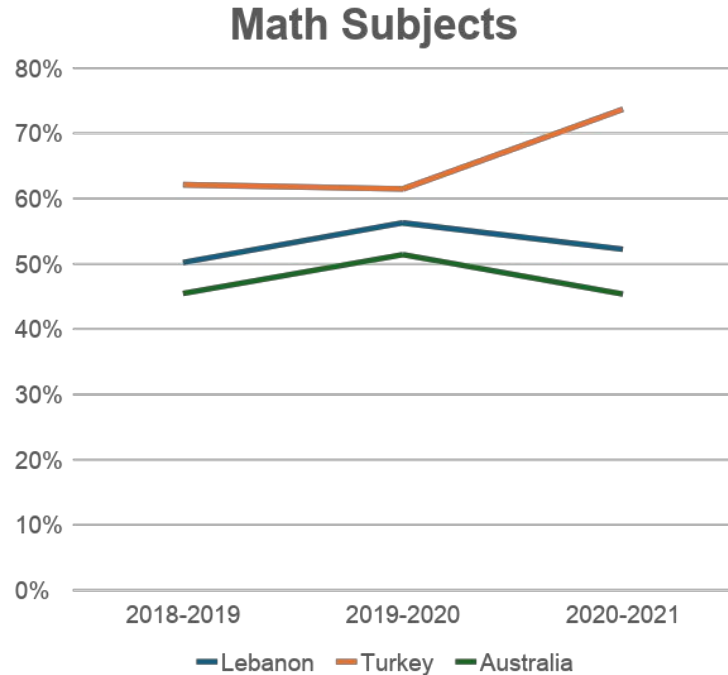
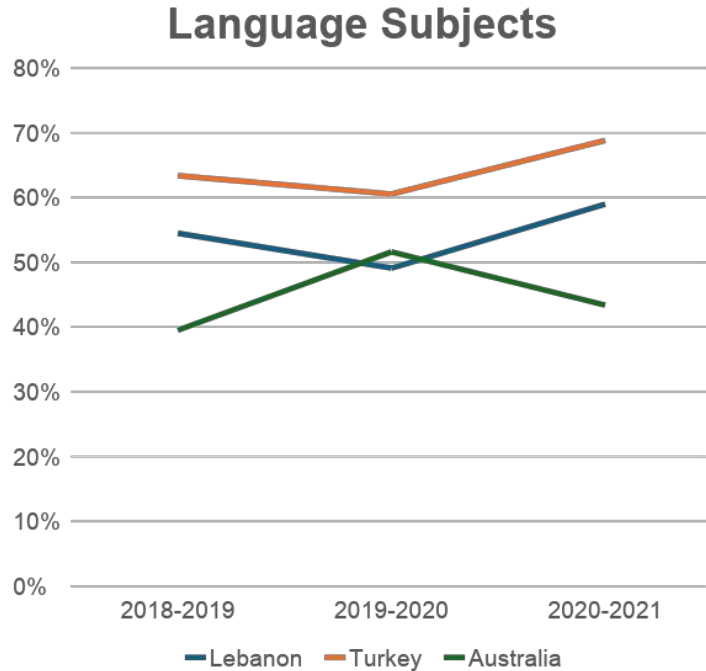
	2018-2019	2019-2020	2020-2021
Lebanon	247	167	134
Turkey	710	400	247
Australia	341	341	335
Total	1298	919	716

- Qualitative (country case study analysis)
 - **580** Interviews with students, parents, teachers, principals, and policymakers

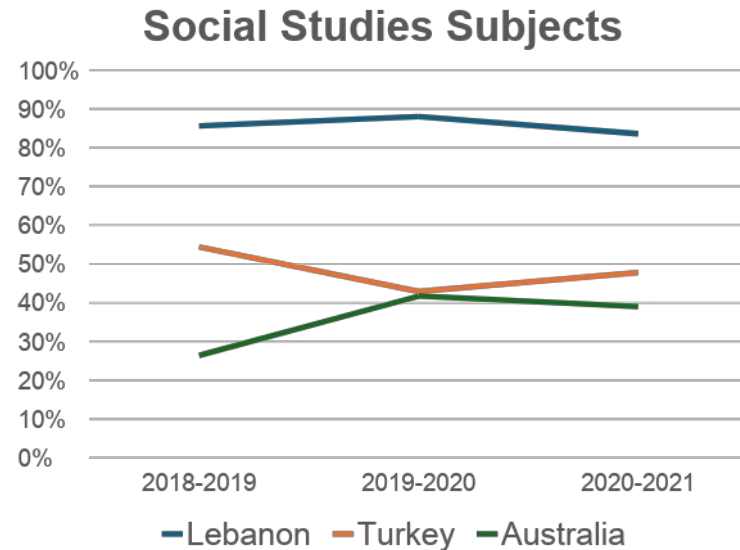
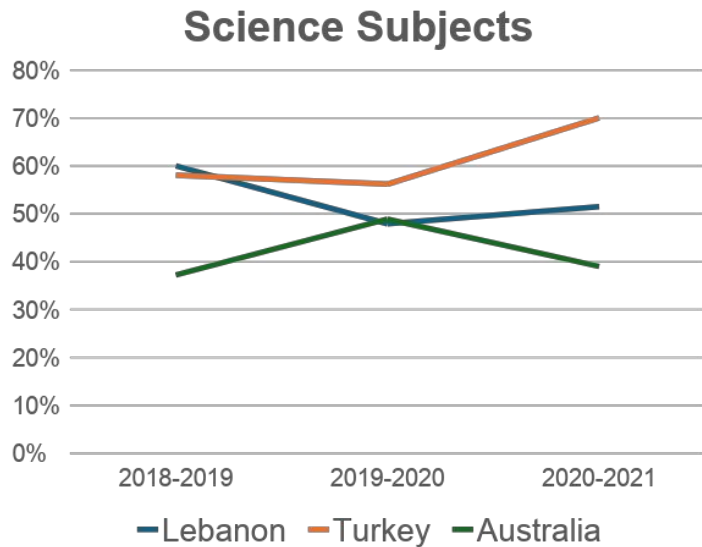
Findings

6. How did children do in school in the three countries? Performance

“I passed this year, but I did not work hard during the lockdown” (Student, Australia)



How did children performance in school in the three countries?



What factors make a difference?

1. Socioeconomic factors
2. Pre-arrival factors
3. Post-arrival factors
4. School environment
5. Language of instruction



Segregation vs Integration

- A global push to 'integrate' refugees into the educational system of the host country
- While school segregation in Lebanon helped students overcome the language barrier in some cases, it deprived children of a normal schooling experience (safety & timing, COVID-19) and lowered their chances of integrating socially.
- Rapid school integration in Australia led to a cultural shock and poorer schooling experiences in the early years of enrolment but better social integration levels in the long run.
- The gradual integration in Turkey from TECs to public schools helped refugees overcome the language barrier as they transitioned to mainstream education.



Languages of Instruction

- Language was a significant determinant of school experiences and schooling performance.
- The language barrier was greatly alleviated by refugee community lead learning spaces upon arrival.
- Language difficulty in all three countries eased over time, but improvements were more noticeable in Australia due to language support.
- Host countries can see their language of instruction as an issue of sovereignty

Good practice

- Centering refugee community in the education and schooling process
- Refugee teachers are part of the process
- Gradual integration in mainstream schooling
- Refugee language as well as language of host country acknowledged
- Right to education linked to other rights

Conclusions

Emergency	Long term
Undermine role of refugee teachers	Undermine role of refugee teachers
Sudden enrolment	Gradual enrolment
Language difficulty sustained	Language difficulty improves with time
Exclusionary inclusion	Integration and Assimilation
Refugees more vulnerable in compounding crisis	Refugees more vulnerable in compounding crisis
Limited remedial support	Preparatory classes
Dominated by humanitarian agencies, donors and host country. Refugee communities marginalised	Dominated by the host state
In Emergency settings education is not connected to other rights	Access to various rights

Models of Refugee School Inclusion in Jordan

18 September 2024

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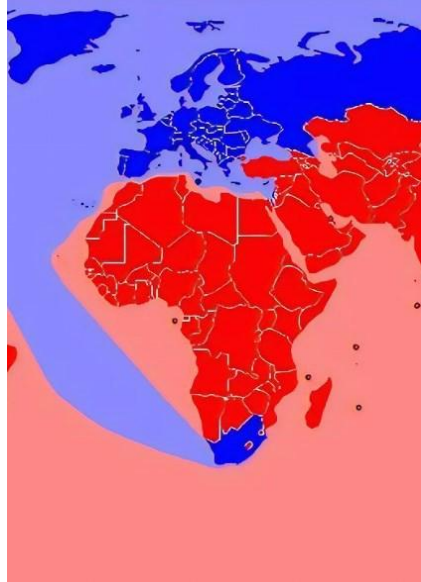


Forced Displacement & Education

(Devictor & Do, 2017; UNHCR, 2023)



37.6 Million Refugees



75% in LMIC



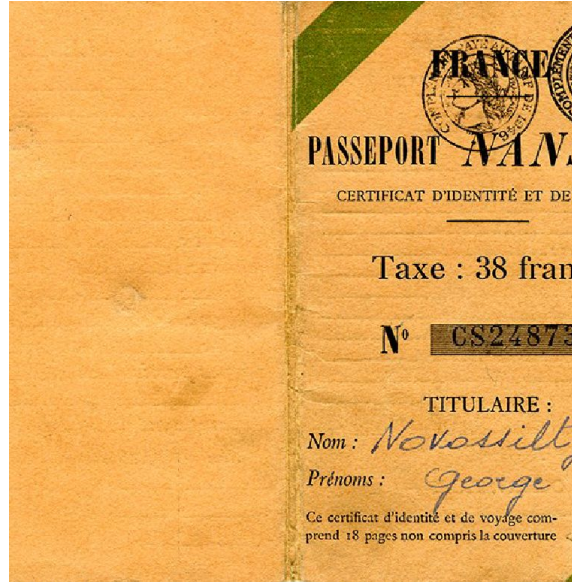
ca. 40% children
(vs. ca. 29%)

Refugee Policies

(Chatty 2013; UNGA, 1951, 1967)



Ottoman Refugee Code of
1857



League of Nation's
Nansen Passport 1922



UNHCR 1951 Treaty and
1967 Protocol

Refugee Education Policies

(Dryden-Peterson, 2019; UNHCR, 2012, 2019)



Pre-2012 NGO/IO Delivery



Post-2012 Host Delivery*

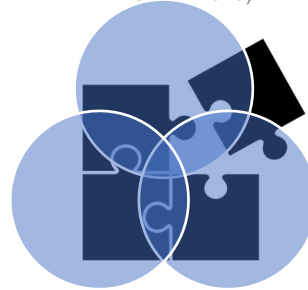


Limited Support Beyond
Primary

Contributions to the literature on

Forms of refugee inclusion

(Bellino and Dryden-Peterson 2019; Carvalho and Dryden-Peterson 2024; Dryden-Peterson et al. 2019; Morrice and Salem 2023)



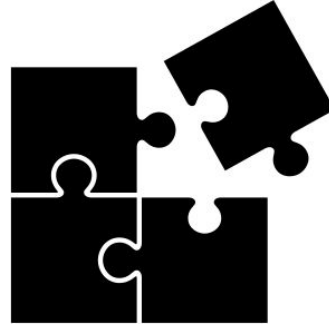
Intergroup threat theory

(Abdul-Hamid et al, 2016; Blumer, 1958; Quillian, 1995; Holfve-Sabel, 2015; Plenty & Jonsson, 2017)

Intergroup contact theory

(Alexander & Christia, 2011; Allport, 1954; Baysu & de Valk, 2012; Brown & Hewstone, 2005; Pettigrew & Tropp, 2006; Verwimp & Van Bavel, 2014)

Outcome of Interest



School belonging

(Allen et al, 2018; Dryden-Peterson 2022; Goodenow 1993; Russell and Mantilla-Blanco 2022)

Outcome of Interest



Social Integration

(Blau, 1984/2017; McPherson, Smith-Lovin, & Cook, 2001; Moody, 2001; Smith et al., 2016; Smirnov & Thurner, 2017; Tumen, 2019)

Influence of three refugee inclusion models on: Belonging & Integration

Model 1: System (S)
(Geographic Separation)



Model 2: School (S2)
(Temporal Separation)



Model 3: Class (S2+)
(Normal Inclusion)



November 2021 – June 2022



Context & Methods

“Thank you I feel safe with you.”

Jordan is an ideal case for study

Its neighbor is #1
refugee sending
country (Syria)

(UNHCR, 2022)



Top 5 concentration
of refugees (1 in 16)

(UNHCR, 2024)

Its policies
of
educational
inclusion vary

(Cochran, 2018; UNICEF, 2020a, 2020b)



Its history
of hosting
refugees

(Circassians, Palestinians,
Iraqis, Syrians, etc.) (Chatty
2013; Qumri 2012; Simadi and Nahar 2009)

Mixed Methods are Necessary

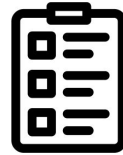
Over 9 months



4 governorates

13 public schools

391 sixth graders



238 student surveys

34 teacher surveys



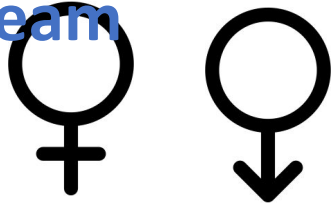
90 hours observation



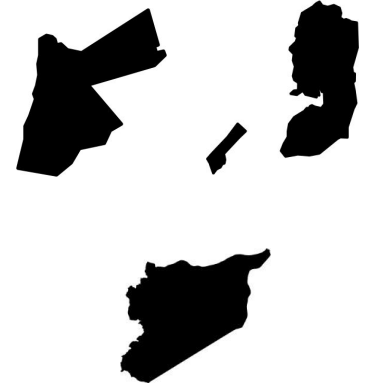
20 student interviews

Local Partnerships are Essential

Female & Male
Research
Team



Multiple
Nationalities





Findings

“Without friends, life cannot be complete.”

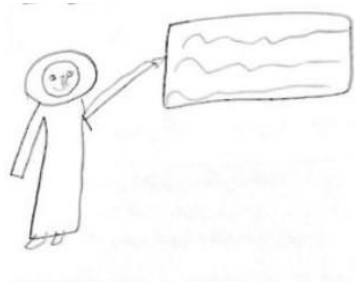
Higher Belonging in Model 1

“I really like [...] going to school
so I can learn”

(Model 1: System (S))



SCHOOL



TEACHERS



LEARNING

Higher Belonging in Model 1

Covariates

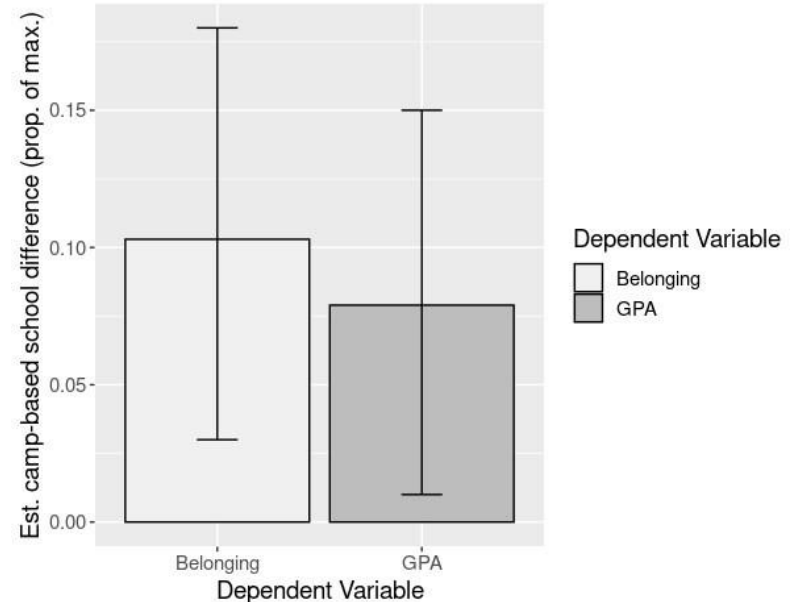
Socio-economic status (SES)
Neighborhood homogeneity
Born in Jordan
Gender
Baseline level for dependent var.

Grouping Variable

Schools (n = 13)

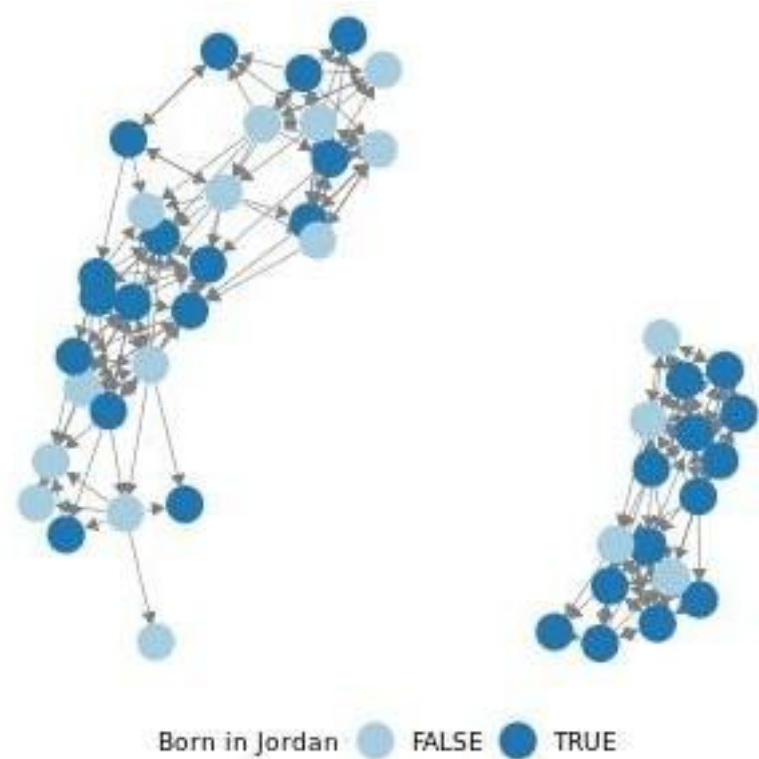
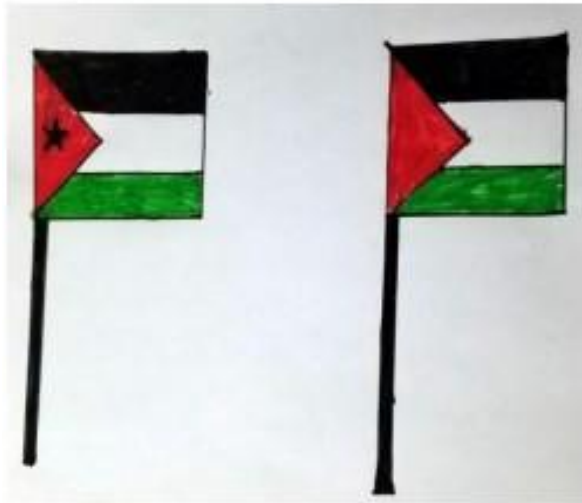
MLM Camp Fixed

Difference in belonging and GPA remain using MLM



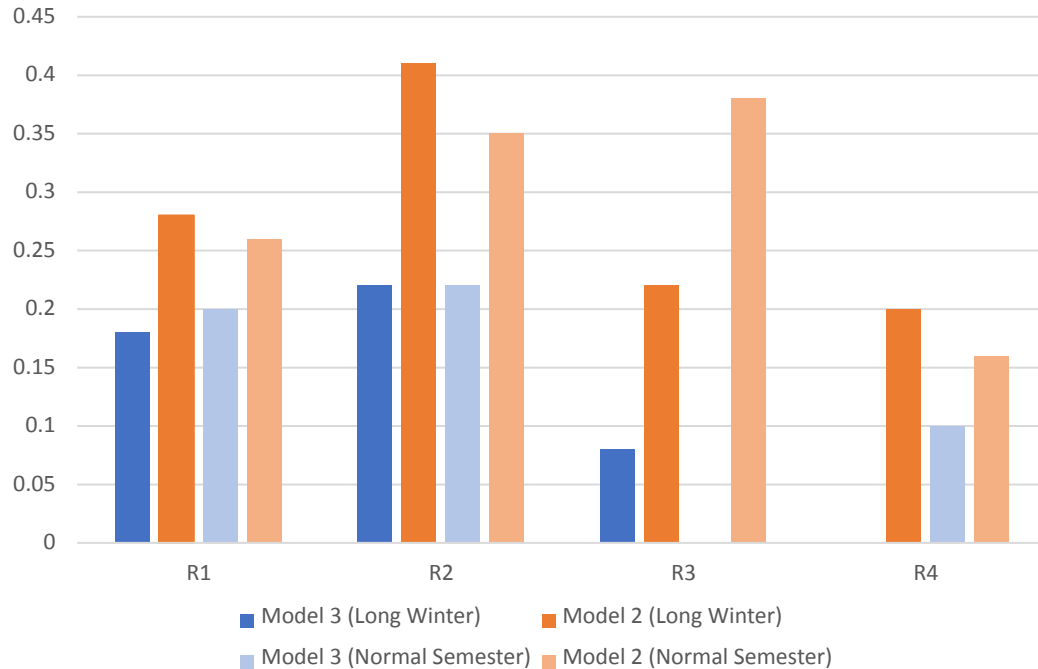
More Integration in Model 2

“we love these countries [and] we are all friends together.” (Model 2, S2)



More Integration in Model 2

Proportion of Mixed Groups
(Social Network Analysis, Newman
Modularity Communities)



INT = Average across all relational networks that are positive (R1:R4)

R1 = Spend time with classmates outside of school

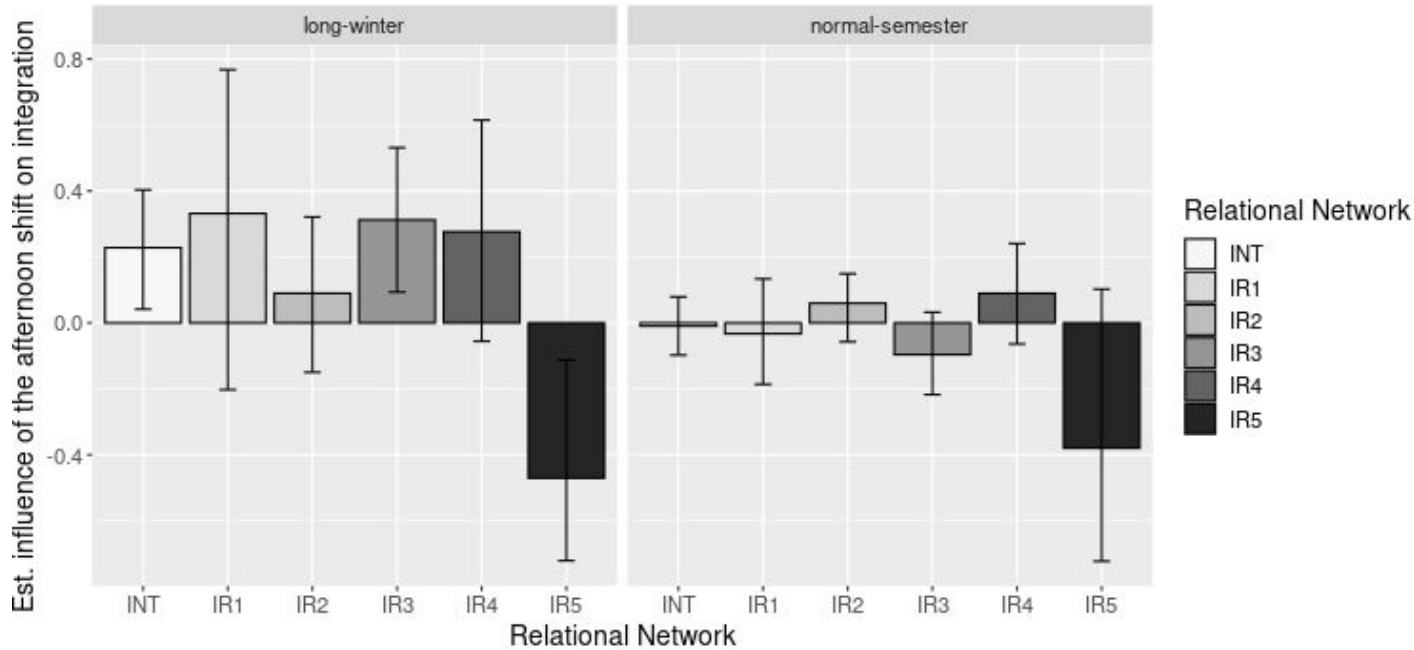
R2 = Spend time with

classmates in school

R3 = Help classmates with schoolwork

R4 = Receive help from classmates on schoolwork

More Integration in Model 2



INT = Average across all relational networks that are positive (R1:R4)

R1 = Spend time with classmates outside of school

R2 = Spend time with classmates in school

R3 = Help classmates with schoolwork

R4 = Receive help from classmates on schoolwork

R5 = Fight or argue with classmates

Implications



The First Longitudinal Study of All Models

(Morrice & Salem, 2023; Shephard, 2023; Dryden-Peterson et al. , 2019)



System Only

"Geographic Separation" Stronger
School Belonging & Grades



System + School

"Temporal Separation" More
Integrated Social Networks



System + School + Class

"Normal Inclusion" More
Embedded Networks

Thank you

شكرا

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