

Menuju Solusi Berkelanjutan: Tantangan Pendidikan diantara Siswa yang Dipindahkan Secara Paksa Hingga Sekolah Menengah Pertama

Towards Sustainable Solutions: Educational Challenges Among Forcibly Displaced Students Up To Junior High School

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ABSTRACT

This article presents a comprehensive study of the educational challenges faced by forcibly displaced students, comprising refugees, migrants, and asylum seekers, up to the junior high school level. It underscores the pivotal role of education, not only as a fundamental right but also as a catalyst for economic growth and community integration amidst the escalating global forced displacement. Advocating for a shift from short-term humanitarian responses to long-term development approaches, the article calls for sustainable funding, inclusive national education systems, and diverse educational solutions. Utilizing a comprehensive methodology that integrates statistics, policy analysis, case studies, and real-life examples, the study illuminates the evolving policy landscape, recognizing the transition towards development-oriented approaches and inclusive policies. Critical components in addressing these challenges include global collaboration, innovation, and data availability, along with notable initiatives by organizations such as UNHCR, the World Bank, and the Global Partnership for Education. The conclusion emphasizes the urgency of developing evidence-based policies and intervention strategies to overcome barriers faced by forcibly displaced students up to the junior high school level by prioritizing inclusive practices, removing barriers, and investing in post-primary education to break the cycle of displacement, aligning with Sustainable Development Goal 4 for an inclusive and better future.

ABSTRAK

Artikel ini menyajikan studi komprehensif tentang tantangan pendidikan yang dihadapi oleh siswa yang dipindahkan secara paksa, yang terdiri dari pengungsi, migran, dan pencari suaka, hingga tingkat sekolah menengah pertama. Ini menggarisbawahi peran penting pendidikan, tidak hanya sebagai hak fundamental tetapi juga sebagai katalis untuk pertumbuhan ekonomi dan integrasi masyarakat di tengah meningkatnya perpindahan paksa global. Mengadvokasi pergeseran dari respons kemanusiaan jangka pendek ke pendekatan pembangunan jangka panjang, artikel ini menyerukan pendanaan berkelanjutan, sistem pendidikan nasional inklusif, dan beragam solusi pendidikan. Memanfaatkan metodologi komprehensif yang mengintegrasikan statistik, analisis kebijakan, studi kasus, dan contoh kehidupan nyata, studi ini menerangi lanskap kebijakan yang berkembang, mengakui transisi menuju pendekatan berorientasi pembangunan dan kebijakan inklusif. Komponen penting dalam mengatasi tantangan ini termasuk kolaborasi global, inovasi, dan ketersediaan data, bersama dengan inisiatif penting oleh organisasi seperti UNHCR, Bank Dunia, dan Kemitraan Global untuk Pendidikan. Kesimpulan ini menekankan urgensi pengembangan kebijakan berbasis bukti dan strategi intervensi untuk mengatasi hambatan yang dihadapi oleh siswa yang dipindahkan secara paksa hingga tingkat sekolah menengah pertama dengan memprioritaskan praktik inklusif, menghilangkan hambatan, dan berinvestasi dalam pendidikan pasca-sekolah dasar untuk memutus siklus pemindahan, menyelaraskan dengan Tujuan Pembangunan Berkelanjutan 4 untuk masa depan yang inklusif dan lebih baik.



Introduction

The escalating crisis of forced displacement, a pressing global problem since the adoption of the 1951 Refugee Convention, continues to grip the world. Over the past decade, an alarming 110 million people have been forcibly displaced due to persecution, violence, or conflict, representing an increase of more than 1.6 million people (1 percent) compared to the end of 2022 (108.5 million). Consequently, more than 1 in 73 people worldwide are now forcibly displaced, with the majority—almost 9 in 10—residing in low- and middle-income countries. Seven major displacement situations, including ongoing

conflicts in Afghanistan, the Democratic Republic of the Congo, Latin America and the Caribbean, Myanmar, Somalia, Sudan, and Ukraine (McConnell, 2023), accounted for approximately 90 percent of new displacements in the first six months of the year.

As of late 2022, traditional patterns of refugees seeking safety in neighboring countries have shifted, notably due to the Ukrainian crisis. This has resulted in a reduction in the number of refugees accepted by neighboring countries, with Ukrainians dispersed beyond the immediate geographic vicinity. Low-income countries, hosting 16% of the world's refugee population but representing only 9% of the global population and 0.5% of global GDP, bear a disproportionate burden. This includes countries such as Chad, the Democratic Republic of Congo, Ethiopia, Sudan, and Uganda.

To complicate matters further, lower- and upper-middle-income countries, along with the unexpected income increase in high-income countries due to Ukrainian refugees, demonstrate different economic factors influencing displacement. Notably, the Least Developed Countries (LDCs), comprising 46 countries, have received over 20% of the world's refugees. This figure has slightly decreased due to the redirection of Ukrainian refugees to high-income countries. There has been a significant increase in the number of protracted situations, with 23.3 million people in 57 cases by the end of 2022. This highlights ongoing challenges, from recent displacements like Venezuelans in America to protracted crises such as Somali refugees in Kenya (UNHCR, 2023b).

This seismic demographic shift toward forced displacement, especially among younger populations, profoundly impacts human capital formation. Approximately 40 percent, or 43.3 million, of forcibly displaced persons are under 18 years of age (UNHCR, 2023c). The plight of displaced children, often deprived of access to education, is exacerbated by protracted crises leading to long periods or entire years of education spent outside the classroom. Despite international commitments, such as the Global Compact for Refugees (GCR), advocating limiting the time refugee children spend out of school to a maximum of three months after arrival in the country of asylum, the harsh reality remains. On average, refugee children and youth miss 3–4 years of schooling due to forced displacement (Zavallis, 2016), contributing to higher levels of learning poverty and widening learning inequalities with far-reaching consequences for economic opportunity and human resources and capital.

Education becomes central to forcibly displaced children, not only as a right enshrined in the 1951 Refugee Convention and the 2016 New York Declaration for Refugees and Migrants but also as a central goal of the Comprehensive Refugee Response Framework (CRRF) and Sustainable Development Goal 4 (SDG 4) (Kusumaningrum, 2016). Access to

quality education is positioned as a catalyst for economic growth, community participation, and the building of peaceful, inclusive societies. Beyond the moral imperative, the economic self-sufficiency and future prospects of refugees and forcibly displaced people depend on closing gaps in education provision. However, educational outcomes for these populations remain dismally low, and the UNHCR Refugee Education Strategy 2030 aims to achieve parity with non-refugees in access to education at all levels (UNHCR, 2019a).

The urgency of the situation is underscored by stark inequalities in access to education. In 2019, the gross enrollment rate (GER) of refugee children in primary school was 77 percent, in stark contrast to the global rate of over 100 percent. Post-primary education reveals even more pronounced gaps: the average GER for refugee adolescents is 31 percent, compared with 76 percent globally, and the tertiary GER for refugees is only 3 percent, compared with 38 percent globally (*World Development Indicators (WDI)*, 2018). Moreover, the intersectionality of the challenges is exacerbated by gender inequality: refugee boys are 9 percent more likely to enroll in secondary education than their female counterparts. Gains made in access to education are fragile and vulnerable to erosion due to the dual impact of school closures and the economic downturn caused by the COVID-19 pandemic (UNHCR, 2020a).

The education of forcibly displaced children is a complex task marked by various obstacles. On the supply side, restrictions include the availability of schools, classrooms, and teachers, especially in areas where displaced persons live. Legal barriers to movement, destruction of schools as a result of conflict, and occupation by armed groups exacerbate these problems. At the same time, demand-side constraints are reflected in the direct and indirect costs of schooling, including educational materials, uniforms, and transportation. Even when education is supposedly free, these costs create prohibitive barriers. The opportunity costs of education, reflected in lost income or household responsibilities, make access even more difficult. The problems are not limited to human rights-based arguments; they extend to the critical role of education in securing the future livelihoods of refugees and internally displaced persons. A significant number of these people come with limited or irregular formal education, requiring comprehensive efforts to close gaps in education provision (F. M. Smith & Jones, 2004). This becomes paramount for economic self-reliance, peacebuilding, and sustainable recovery.

Despite the recognition of education as a long-term solution, challenges remain on many fronts. Internally displaced people, who do not face the same legal and policy barriers as refugees, face barriers to continuing education due to factors such as persistent insecurity and repeated displacement. The use of schools as temporary shelters for internal

displaced persons interferes with schooling in host communities, and schools are often targeted during conflicts. The challenges faced by internal displaced persons, despite their large numbers, often receive disproportionately less attention worldwide than refugees. Both refugees, forcibly and internal displaced people share similar psychosocial trauma and barriers to continuing their education, complicated by national and regional policies, security concerns, and limited government capacity to collect data and adjust budgets in response to internal displacement.

Against the backdrop of these challenges, the need to strengthen national inclusive systems becomes clear. Such systems can facilitate a rapid response to crises, redirecting funding and supporting schools in host regions so they can accommodate more children (T., 2007). However, this solution requires international solidarity, recognizing that national authorities alone cannot be responsible for the protection and assistance of forcibly displaced people or refugees. The only sustainable solution involves empowering national systems to quickly adapt to crises and making education more accessible to all affected by displacement.

In this context, it is critical to highlight the financial burden on developing countries that host the majority of forcibly displaced persons. In 2019, nearly 85 percent of the world's displaced people found refuge in low- and middle-income countries, adding to the strain on already underfunded and overburdened national education systems (UNHCR, 2020c). Since the majority of displaced people live in these countries, addressing the problems of inadequate education and inequality in the regions where refugees or forcibly displaced settle is of paramount importance.

It is essential to focus on limited education funding, insufficient resource allocation, and issues such as large class sizes, insufficient teaching materials, and facilities (Anderson, 1983). Moreover, it is critical to address poor school leadership and a lack of accountability at the school level. Regional disparities in educational outcomes also highlight the need for targeted investments in regions hosting displaced populations, potentially leading to significant improvements for all students affected by displacement.

The global surge in forced displacement thus presents a complex web of issues, with education as a central battleground. As millions of forcibly displaced people, especially children, face a lack of access to education, there is an urgent need for comprehensive and sustainable solutions. This article attempts to unravel the complexities of this crisis by examining not only the changing political situation but also the measures critical to protecting the education of this vulnerable population. Identifying opportunities for better solutions and moving from humanitarian assistance to long-term development support is

critical to addressing the protracted nature of forced displacement. The path to equal access to quality education for forcibly displaced populations is fraught with obstacles, but it is an important endeavor for building resilient societies, promoting economic self-reliance, and providing a glimmer of hope amid the challenges of displacement.

Literature Review

Forcibly displaced students, including refugees, internally displaced children, migrants and asylum seekers, face serious educational challenges that require urgent attention and sustainable solutions. This literature review critically examines key contributions from a variety of sources that shed light on the multifaceted issues impacting educational outcomes for these vulnerable populations focusing on up to junior high school students.

Holly Warren's article, "Financing as the Cornerstone of Education" (Warren, 2023), underscores the pivotal role of funding in addressing the educational challenges faced by displaced students. Despite commitments in the 2018 Global Compact on Refugees to minimize disruptions to the education of refugee children, the reality remains stark. UNHCR estimates indicate that forced displacement causes refugee children to miss an average of three to four years of schooling. The 2023 Global Refugee Forum emerges as a critical platform for addressing these challenges, necessitating increased funding to fulfill commitments. The Save the Children report emphasizes the international community's need to mobilize \$4.85 billion annually to provide education for refugee children, recognizing this as both a guarantee of their future and an ethical imperative.

The UNICEF report, "Education, Children on the Move and Inclusion in Education," delves into the deepening crisis affecting millions of displaced children globally (UNICEF, 2022). Focusing on scalable solutions and collaborative efforts with governments, the private sector, civil society, and UN partners, the report aims to facilitate access to quality learning opportunities in host country education systems. The COVID-19 pandemic has exacerbated the existing learning crisis, particularly in low-income and fragile countries. Lessons learned from 19 countries offer adaptable ideas, highlighting the imperative of inclusive access to learning for children on the move.

As well as UNHCR's "Global Trends - Forced Displacement 2019" report provides a comprehensive analysis of the global displacement situation. Covering the period from January to December 2019, the report underscores the impact of high-profile crises, conflicts, climate change, and humanitarian emergencies in driving displacement. Legal instruments related to displacement and statelessness gain relevance amid the ongoing

global crisis. The alarming statistic of 100 million people displaced over the past decade accentuates the urgent need for effective strategies to address the educational challenges faced by displaced populations (UNHCR, 2020c)

Another research by Psacharopoulos and Patrinos' decade-long review of the global literature on Return on Investment in Education underscores the efficacy of investing in human capital. The report affirms that the overall private sector return from education is 10.5 percent, surpassing returns from stocks and bonds (G. Smith, 2012). Importantly, the report suggests that the social rate of return might be underestimated, indicating the potential for even greater returns. The recommendation is to prioritize lower levels of education, eliminate gender disparities, and consider selective cost recovery in junior higher education. The report emphasizes the necessity of country-specific research and advocates for the full discounting approach in educational decision-making (Psacharopoulos & Patrinos, 2018).

Transitioning to the Oral Update on the Global Programmes, it showcases UNHCR's dedication to innovative approaches and partnerships through the Global Compact for Refugees (GCR) and the Global Refugee Forum (GRF). Covering various sectors, including education, the update outlines initiatives like cash measures and collaborations with organizations such as UNICEF, the World Bank, and IKEA (UNHCR, 2020d). Jordan's Vulnerability Assessment Framework (VAF), as outlined in the Q2 2023 report, provides insights into monitoring changes in vulnerability levels among refugee communities (Hawari, 2023). This holistic approach aims to address the diverse needs and challenges faced by displaced people globally.

Moving to Piper et al.'s study on "Are refugee children learning? Early Literacy in a Refugee Camp in Kenya" (Piper et al., 2020), it delves into the intersection of the refugee experience and early literacy. By focusing on the language of instruction, teacher practices, and the influence of the refugee context, the study illuminates the challenges faced by refugee children in emergency settings. The findings offer valuable information for policymakers and intervention strategies, recognizing the unique barriers refugee children encounter in their educational journey.

Shifting focus to the Uganda Refugee Response Plan 2019-20 and the Uganda Refugee Response Plan (RRP) 2022-23 Education Dashboard - Term 1, these documents provide a strategic framework for addressing the needs of refugees in Uganda (UNHCR, 2019b). Outlining goals, priority areas, and planned activities in sectors such as protection, education, health, and livelihoods, these plans promote collaboration between UNHCR, government agencies, and various partners. They aim to strengthen the protection and well-

being of refugees while fostering their self-reliance. The Education Dashboard offers real-time progress and challenges as per Education Response Plan II and National Development Plan III (Uganda & UNHCR, 2023).

Examining the "EU Support to Refugees in Turkey, Site Structure Monitoring Report No. 11," it assesses the European Commission's support to refugees in Turkey from 2016 to December 2022 (Commission., 2023). The report provides an overview of performance based on the site's Performance Framework indicators. Reflecting a commitment to 143 projects, it emphasizes the need for continuous monitoring and adaptation. However, the report does not consider the implications of the February 2023 earthquakes for EU strategy, signaling the potential need for flexible and responsive approaches for longer-term support.

"Data Collection in Fragile States – Innovations from Africa and Beyond" explores innovative approaches to data collection in fragile states. The report emphasizes the necessity of adapting data collection strategies to the unique challenges of fragile states, showcasing creative solutions from Africa and beyond. These innovations, by overcoming barriers, contribute to more effective development initiatives and policymaking in fragile environments (Hoogeveen & Pape, 2020).

The "South Sudan Education Cluster Dashboard – January-December 2022" describes efforts to support education in South Sudan (*South Sudan Education Cluster Dashboard – January-December 2022*, 2023) Focused on access, quality, and sustainability, the report reflects progress towards achieving the Education Cluster's goals including up to junior high school. It emphasizes the impact on students and teachers, highlighting the crucial role of education in conflict-affected areas. The report underscores the need for continued efforts to provide safe, protective, and quality education to vulnerable populations in South Sudan.

Chovpan's article examines the inclusion of Ukrainian refugee children in the school systems of Poland, Germany, and the UK. The study explores factors influencing school adaptation, indicating an optimistic overall level of inclusion (Chovpan, 2023). However, the article underscores the need for ongoing monitoring to address potential problems and ensure sustainable positive outcomes for Ukrainian refugee children in European countries.

Besides, "The World Bank and UNHCR: Using Open Data to Inform Responses to Support Refugees and Their Hosts" (Gilsätter, 2019) highlights the joint efforts of the World Bank and UNHCR to use open data to inform evidence-based responses. The article underscores the importance of data-driven decision-making in addressing the complex challenges faced by displaced populations. Open data is recognized as a powerful tool to

stimulate innovation, improve coordination, and facilitate a more comprehensive and targeted approach to supporting refugees and hosts.

The report, "Improving Data, Upholding Rights", emphasizes the critical need for accurate data to address the challenges facing millions of migrant and displaced children worldwide. Produced by the International Data Alliance for Children on the Move (IDAC, 2023), the report highlights progress in improving data on migration and displacement. It calls on governments and stakeholders to prioritize the data needs of vulnerable children and emphasizes collective responsibility to meet their immediate material and protection needs.

Tammy's report, "5 Examples of GPE Support to Refugee Education," examines the global rise in refugee numbers and the necessity of lifelong education for refugee children. The Global Partnership for Education (GPE) collaborates with governments to strengthen inclusive education in countries hosting large numbers of refugees. GPE's support aims to provide stability and skills to refugee children by fostering equitable education systems for both refugees and host communities (Tammi et al., 2023).

The Global Education Monitoring Report, "Migration, Displacement, and Education: Building Bridges, Not Walls," takes an in-depth look at the intersection of migration, displacement, and education. The report underscores the importance of promoting inclusion and eliminating barriers to education for migrants and displaced populations. It advocates for policies prioritizing educational opportunities for migrants and displaced people, recognizing education as a key driver of sustainable development and global cooperation (Report, 2019).

UNHCR's 2023 report, "Critical Financing Needs in the Middle East and North Africa (MENA)," highlights the escalating crisis in the region. New emergencies, such as earthquakes in Turkey and Syria, have added to the challenges, with millions of Syrians urgently needing humanitarian assistance. Despite the generosity of donors, significant funding gaps jeopardize critical assistance to vulnerable populations. The report emphasizes the urgent need for additional funds to address these critical gaps and mitigate the severe impacts on displaced people and host communities in the Middle East and North Africa region (UNHCR, 2023a).

The World Bank Group's "Fragility, Conflict, and Violence Strategy 2020–2025" outlines the institution's approach to addressing fragile and conflict-affected situations. With a strong focus on prevention and early action, the strategy aims to address the root causes of instability through transformative and comprehensive solutions. It reflects a

holistic and collaborative approach to enhancing resilience and sustainable development in regions affected by fragility and conflict (Bank, 2020).

This comprehensive literature review provides a detailed understanding of the challenges that forcibly displaced students face in accessing quality education up to junior high school. A synthesis of diverse perspectives from international organizations, research studies, and reports contributes to a holistic view, laying the foundation for informed policy, intervention strategies, and ongoing efforts to address the unique educational challenges faced by forcibly displaced students.

Method

The article involves a comprehensive examination of the educational outcomes and challenges faced by forcibly displaced children including refugees, migrants, and asylum seekers, up to the junior high school level. It utilizes a mix of statistical data, policy analysis, case studies, and examples from various regions to provide a nuanced understanding of the issues addressed. Emphasis is placed on funding implications, inclusive learning opportunities, legal considerations, and intervention strategies outlined in reports from UNHCR, UNICEF, and other key stakeholders. Through comparative analysis and synthesis of findings, this literature review aims to offer a holistic understanding of the educational challenges faced by forcibly displaced students up to junior high school, providing a basis for evidence-based policy and intervention strategies.

Result and Discussion

Educational Outcomes and Problems of Forcibly Displaced Students

UNHCR estimates that, on average, refugee children miss three to four years of schooling due to forced displacement (Warren, 2023). The overall admission rate for refugees at the primary level is merely 68%, which further declines to 37% at the secondary level for refugees. A notable gender disparity is evident as refugee girls are only half as likely to enroll in secondary school compared to their male peers.

A substantial majority of refugees, accounting for 76%, find host countries in low- and middle-income nations where education systems grapple with challenges in meeting children's needs, resulting in high learning poverty. In these countries, limited resources and education systems ill-equipped to handle the intricate requirements of large influxes of refugee students compound the predicament (Warren, 2023).

Education, recognized as a fundamental right by the 1951 Convention relating to the Status of Refugees and the 2016 New York Declaration for Refugees and Migrants, is

emphasized as crucial in the Comprehensive Refugee Response Framework (CRRF) and Sustainable Development Goal 4 (SDG 4). Quality education is not only a right but also a pathway to economic opportunity, social participation, and sustainable communities. However, attaining these goals confronts numerous challenges.

Despite the acknowledged importance of education for forcibly displaced populations, educational outcomes remain alarmingly poor. The UNHCR's Refugee Education 2030 Strategy strives for parity in access to education between refugees and non-refugees, yet notable gaps persist, particularly at the post-secondary level. Globally, refugee children and youth encounter significant obstacles in accessing education. In the academic year 2020–21, an estimated 48% of refugee children were out of school, with lower secondary and tertiary enrollment rates (UNICEF, 2022).

Changing Education Policy Landscape for Forcibly Displaced Students

Changing education policies for Forcibly displaced populations signal a growing recognition of the limitations of prior approaches rooted in short-term humanitarian assistance. The shift towards a development-oriented approach and the advocacy for inclusive policies underscore the necessity of integrating forcibly displaced individuals into the education systems of host countries. Despite substantial progress globally, regionally, and nationally, challenges persist in achieving educational parity, particularly at the post-secondary level.

In the face of the protracted nature of forced displacement, an urgent need arises for a comprehensive and sustainable approach. This entails supporting political change, bolstering national systems, and fostering collaboration among governments, international organizations, and NGOs. The critical role of institutions like the World Bank in garnering political capital and facilitating local capacity development is pivotal for steering this transformative shift.

Historically, approaches to educating forcibly displaced populations were predominantly driven by short-term humanitarian assistance, delivering rapid responses but offering only temporary solutions (TransCanada, 2006). These measures, often running parallel to national education systems, deployed training programs from home countries or international organizations, relying heavily on short-term international aid. However, they proved insufficient in addressing the protracted nature of crises, evident in the fact that, as of 2019, 15.7 million people had experienced displacement for over five years (UNHCR, 2020b).

The past decade has witnessed a pronounced shift in international policy towards inclusion in national systems. Policies such as UNHCR's Camp Alternatives Policy (2014), New York Declaration, and Comprehensive Refugee Response (2016) champion inclusive practices as a long-term solution. The Global Compact on Refugees (GCR) emphasizes care delivery through local and national service providers, discouraging investment in non-formal education that doesn't lead to accredited learning (Nations, 2018). This shift is reinforced by UNHCR's stance against investment in non-formal education, whether replacing formal or non-formal education.

For these policy changes to be effective, there is a requisite for systematic capacity and institutional development of host governments. The World Bank White Paper on Fragility, Conflict, and Violence (FCV) (2020) underscores the need to integrate educational continuity for forcibly displaced people into national education planning during crises. Recognizing this gap, entities like UNHCR, the World Bank, Education Cannot Wait (ECW)(Conference, 2023), and the Global Partnership for Education (GPE) increasingly support local capacity development, acknowledging its potential for long-term solutions.

Moreover, heightened attention is directed towards expanding educational services beyond primary education. The debate on investing in secondary education as a conduit to higher education and meaningful employment is gaining significance. Despite challenges such as the higher cost and limited supply, investing in secondary education offers equal opportunities for refugees and host populations, contributing to individual and social returns. The private rate of return for each additional year of formal education, particularly at the secondary school level, is significant (Psacharopoulos & Patrinos, 2018).

Acknowledging the importance of post-primary education, efforts have been made to eliminate barriers to enrollment, retention, and completion of secondary school. Initiatives like the Youth Education Program, initially piloted in Kenya, Rwanda, Uganda, and Pakistan, have evolved into the Youth Secondary Education Initiative, supporting access to secondary education through ten operations. Connected higher education programs promoting digital learning and peer mentoring provide opportunities for refugees unable to attend university, broadening access to higher education (UNHCR, 2020d).

Thus, changing education policies offer hope to millions of forcibly displaced people and refugees seeking access to quality education. By prioritizing inclusive practices, dismantling barriers to higher education, and investing in post-primary education, the international community can contribute to building resilient societies, promoting economic self-reliance, and breaking the cycle of displacement through education. This article aims to contribute to the ongoing debate on forced displacement and education by highlighting the

need for sustained commitment and collective action to ensure the right to education for all, regardless of displacement status.

Data to Improve Programmatic Efficiency and Policy Response

Forced displacement affects diverse groups disparately, underscoring the necessity for disaggregated data to formulate targeted and effective policy responses. Approximately 40 percent of forcibly displaced persons are under 18 years old, necessitating a focus on addressing the unique needs of children through investments in education and human capital development. However, programmatic spending on education displays wide variations across subsectors, encompassing early childhood education, primary, secondary, tertiary, technical, and vocational education. Additionally, forcibly displaced populations frequently include female-headed households with high dependency rates, leading to lower educational attainment, diminished labor market participation, and elevated poverty rates. These conditions pose significant barriers to the demand side for education, necessitating policy responses that surpass traditional factors like school infrastructure and teachers. Unfortunately, the lack of reliable data on the socio-economic situation of refugees and forcibly displaced people hampers the effectiveness of program development and implementation. Acknowledging this, an educational module has been developed for inclusion in socio-economic assessments conducted or commissioned by UNHCR, marking a pivotal step towards improving program design and response (Hawari, 2023).

In addition to baseline data, there is an urgent need to collect data on the quality of education, encompassing learning outcomes through formative school assessments and summative sample assessments such as the Early Years Reading Assessment (EGRA) and the Early Years Mathematics Assessment (EGMA). Recent analyses, as seen in Kenya, underscore significantly lower educational outcomes for refugee children compared to their peers, emphasizing the importance of understanding learning gaps to design programs enabling children not only to attend school but also to succeed and build their human capital (Piper et al., 2020).

While various types of programs, including accelerated learning programs, local language instruction, mental health and psychosocial support, and school feeding, are common in areas with high influx and humanitarian investment, data collection is often perceived as a by-product rather than a purposeful activity to inform evidence-based policy development (Lee, 2004). As countries transition towards more inclusive national education systems, there is an urgent need to allocate additional resources, both financial and

technical, to comprehend the impact of refugee education programs and integrate them into national systems for durable and lasting solutions to displacement.

Data on Host Countries and Communities

The Global Compact on Refugees (GCR) underscores the importance of reliable, comparable, and timely data to assess the impact of mass displacement on host communities. These data should not only concentrate on forcibly displaced populations but also extend to host communities, as they play a vital role in improving policy development, increasing the efficiency of resource allocation, and reducing social tensions.

For instance, in Uganda, data revealed that the gross enrollment rate in primary education (GER) for refugees in 2018 was 58 percent, compared to 120 percent for host community children. However, both groups exhibited extremely low GER in secondary school (11 percent and 18 percent, respectively) (UNHCR, 2019b). Such detailed data enables targeted policy interventions tailored to the specific needs of each subsector. In an oversupplied primary education sector, interventions could include investing in additional classrooms or introducing double shifts for refugee children to prevent overcrowding. To address the low GER in secondary education, interventions must target both supply and demand side constraints affecting both refugee and host community children. Meanwhile, in 2023, the Gross Enrollment Rate (GER) increased from 55% in Semester 1 to 57% in Semester 2 across all three levels of education. This can be attributed to the increase in the number of schools reporting this and the increase in student numbers due to new arrivals in certain communities (Harris, n.d.). The Education Situation Analysis has been updated to reflect current educational needs and challenges, which informed the Global Refugee Forum's roundtable discussion on transition management. The partner selection process for implementing Education Cannot Wait (ECW) funding under the First Emergency Response (FER) program to address education gaps caused by the influx of refugees has been completed and approved by the ERP Steering Committee. Selected partners are already implementing, Completed a review of draft national AEP guidelines to improve implementation of AEP programs in Uganda, Developed a draft certification and recognition system for prior learning for refugees under the USEEP, Partners in Education in Emergencies (EIE) trained in the report "Gender in humanitarian work" UN Women, EIE partners took part in an inter-ministerial workshop on child protection organized by the working group on child protection, reports on the promotion of inclusive education, career guidance and counseling of the Department of Special Needs Education (SNE) of the

Ministry of Education and Science and Career Guidance Counseling (CGC) (Uganda & UNHCR, 2023).

EU-supported educational initiatives continue to have a positive impact on a significant number of refugee children, offering a wide range of academic and psychosocial services (PSS), consistently meeting or exceeding their goals. Enrollment of children in Turkish language and academic support programs has increased markedly, with an additional 15,083 students enrolled in supplementary classes and 30,261 in supplementary classes since June 2022. PIKTES (Promoting the Integration of Syrian Children into the Turkish Education System) The project noted a decrease in interest in Arabic language lessons and a slight decrease in demand for Turkish language lessons, which is explained by the growing number of Syrian refugee children learning Turkish. In the fourth quarter of 2022, PSS services, provided through workshops and individual consultations, were extended to 74,601 Syrian refugee children. These efforts are especially important given the increased levels of stress refugees report due to uncertainty and financial concerns. In early childhood education, an additional 33,734 children from both refugee and host communities received support in the second half of the year. Classes were conducted in school classrooms or specially adapted containers and prefabricated classrooms installed on school grounds. Participation in this initiative varies by quarter, with a noticeable concentration in the summer when class places are more available (Commission., 2023).

Evidence from South Sudan and Ethiopia has shown that refugees tend to be much poorer than host communities, while forcibly displaced people and host villagers are almost equally poor (Hoogeveen & Pape, 2020). This information improves the targeting of programs; for example, remittances to students in communities with a high proportion of refugees may depend on refugee status or household poverty, while in rural communities with large numbers of forcibly displaced people, remittances may depend on attendance rather than forcibly displaced people status. Meanwhile, the Education Cluster planned to support 866,000 children, both teaching and non-teaching staff (Mancusa & Viola, 2015). This enabled students to have access to a safe, secure and quality education that contributed to their well-being. The Education Cluster also sought to strengthen national and local education systems and actors, including school community representatives, OTAs and National Non-Governmental Organizations (NNGOs), to strengthen the resilience and accountability of affected people to enable them to withstand further shocks.

By the end of December 2022, 321,271 students (43% female) - 37% of targeted students had accessed and attended learning facilities/schools in affected areas. A total of 6,162 teachers (20% women), OTAs and SMCs attended several trainings conducted by

cluster partners (*South Sudan Education Cluster Dashboard – January-December 2022, 2023*).

Forced displacement has an important regional dimension: refugees are often concentrated in border communities that may lack adequate access to government services. This concentration could create social tension if host communities notice a reduction in classroom space and a decline in the quality of education. To address this challenge, it is critical to collect and disseminate data demonstrating that both host communities and displaced populations benefit from humanitarian, development, and government support.

In the processes of adaptation of Ukrainian refugee children in different countries (Chovpan, 2023), key factors influencing adaptation are identified, such as economic conditions, uncertainty, the psychological state of parents, the speed of language acquisition and the school environment. Notably, European countries and the UK provide significant economic support, immediately providing work rights and access to health care. The study, “How different adaptation schemes in the education systems of European countries affect the inclusion of refugee children from Ukraine in their educational system,” showed that two-thirds of respondents, eight months after the start of the war, felt that their financial situation had at least improved. hasn't gotten worse. Challenges for education systems in host countries include uncertainty regarding student numbers, parental plans, migration flows, shortages of language teachers, and lack of knowledge of foreign language teaching methods. Refugee children face difficulties in psychological adjustment, homesickness, financial difficulties, finding new friends, academic inequalities, and language fears. A staggering 34.4% express concern about losing a school year due to language problems.

Despite these problems, European countries are flexible in accommodating Ukrainian students, and 50.2% of parents actively support their children through enjoyable activities. Distance learning in Ukraine is considered a success insurance: 41.9% of parents note that their children have tutors in some subjects or the language of the host country.

Children in Poland who face language barriers report discrimination and learning problems. In contrast, parents of schoolchildren in the UK express optimism, likely due to their children's initial knowledge of the English language. Distance learning in Ukraine bridges gaps in understanding of educational material in host countries and maintains connections with the native language and history.

However, concerns remain: only 38.8% of respondents are optimistic about their children's education in European countries. Parents are concerned about potential

language barriers (35.7%) and weaker teaching in some subjects (26.7%). The obvious conclusion: 35% of respondents express concern that the war will prevent their children from realizing their natural abilities.

Global Collaboration and Innovations to Improve Data Availability and Strengthen Data Systems

The collaborative efforts of humanitarian, development, and academic organizations represent a positive shift towards more effective collection, analysis, and sharing of data on forced displacement. The joint World Bank and UNHCR Data Hub on Forced Displacement, launched in October 2019, aims to strengthen data systems, build local capacity for evidence-based decision-making, and improve microdata collection and analysis (Gilsätter, 2019).

The Inclusive Data Charter, launched in 2018, aims to create political commitment and action to improve data disaggregation. UNHCR, through four innovation funds, supports projects that creatively address the complex challenges faced by displaced people around the world. Projects approved in 2022 and running until 2023 are helping to shape the future of humanitarian assistance.

The International Data Alliance for Children on the Move (IDAC) is a cross-sector global coalition dedicated to improving data and statistics and supporting the development of evidence-based policy for migrant and displaced children. IDAC, jointly led by Eurostat, IOM, OECD, UNHCR, and UNICEF, brings together governments (including experts from national statistical offices and ministries dealing with migration and displacement), international and regional organizations, NGOs, think tanks, academics, civil society, and youth (IDAC, 2023).

Financing and GPE Support to Education for Forcibly Displaced Students

In collaboration with the South Sudan Ministry of Education, the Global Partnership for Education (GPE) and the World Bank are actively involved in upgrading teacher training and improving education delivery in both refugee displaced and host communities. The focus is on professional development to navigate the region's complex educational landscape.

Additionally, Education Cannot Wait (ECW) and GPE have joined forces to provide targeted funding, especially during times of crisis. Notably, during the severe floods of 2022 (Tammi et al., 2023), which affected a third of the country, a request was made from GPE for a \$10 million grant to mitigate the impact of flooding on education. This grant was seamlessly integrated into the ECW 2 Multi-Year Resilience Program, which prioritizes

support for vulnerable groups including girls, children with disabilities, refugees, and internally displaced children. The program includes a variety of measures such as paying school fees, providing education through radio, conducting re-enrollment campaigns, training teachers, especially female teachers, and providing child protection to create a safe and conducive learning environment.

In Djibouti, GPE, the World Bank, and Education First have been working together since 2018 on the Empowering Learning Project. This initiative aims to make public schools more inclusive for refugee children, increasing access and retention in primary and lower secondary education, with a special focus on vulnerable groups such as refugees. A key aspect of the project is the transfer of management of refugee schools from UNHCR to the Djibouti Ministry of Education and Training (MENFOP). Investments are being made to provide technical assistance to support these inclusive efforts in accordance with the goals set out in the Djibouti Action Plan for Refugee Education.

In an important development, MENFOP conducted a second wave of screening in October 2022 for newly enrolled children who were previously out of school. This process includes the assignment of unique student identifiers to track the enrollment and retention of refugee students in education.

Supporting Refugee Education Through Innovation in the broader context of supporting refugee education, the Knowledge and Innovation Exchange (KIX) has awarded two research grants focusing on innovations to promote education for refugees:

Bridges to impact through innovative educational technologies. Spanning Chad, Sudan, and Uganda, this project implements customized gaming technologies to address learning quality, inclusion, equity, and challenges faced by refugees and displaced children. The goal is to evaluate how edtech innovations can be adapted and scaled to improve access and quality of education.

FIT-ED School Leaders as Change Agents for Equity and Inclusion: Initially focused on the Afghan diaspora, this project has shifted focus following the Taliban's return to power in 2021. The focus is now on schools outside of Afghanistan, particularly serving Afghan refugees in the Peshawar region of Pakistan, research examines the role of school leaders in promoting equity and inclusion.

Achieving universal primary and secondary education requires increased funding and better targeting of resources. Despite the increase in the share of education in total humanitarian assistance, basic education assistance to low-income countries fell from 36 percent in 2002 to 22 percent in 2016. Governments and stakeholders must adopt a

"progressive universalism" approach by increasing overall spending on education while targeting marginalized populations, supported by gender-responsive budgeting (Report, 2019).

A case in point is the financing needs of the Middle East and North Africa (MENA) region, which is faced a convergence of crises with severe impacts on vulnerable populations. The persistent socio-economic impacts of the COVID-19 pandemic are now compounded by the ongoing conflict in Ukraine. This has led to an alarming increase in poverty and increased dependence on humanitarian assistance, especially among displaced people and host communities.

In 2023, two new emergencies emerged in the region, further exacerbating existing problems. Earthquakes in Turkey and Syria have left 15.3 million Syrians, including 6.8 million internally displaced, in dire need of humanitarian assistance. At the same time, the ongoing conflict in Sudan has caused a significant influx of refugees into Egypt, placing significant strain on the country's already stretched resources.

Countries with protracted crises, such as Jordan and Lebanon, have experienced devastating consequences. In Lebanon, 90% of Syrian refugees are in extreme poverty, and rising food prices have left 94% of refugee families in debt. In Jordan, two-thirds of refugees reported a worsening financial situation. Despite donor generosity, UNHCR operations in the Middle East and North Africa region face significant funding gaps and are currently \$110 million short of their 2022 target. This paper provides an overview of these critical funding gaps across countries and assesses the potential impact on vulnerable populations if additional funds are not secured in 2023 (UNHCR, 2023a).

Overview of funding gaps and needs in specific countries:

- In Algeria, a \$6.1 million funding gap highlights the urgent need for intervention to address declining access to healthcare, provide clean water and support education in Saharan camps.
- Egypt faces a severe shortfall of \$13.1 million, highlighting the need for critical support in areas such as multi-purpose cash assistance, education, and health care, especially for Sudanese refugees.
- Iraq's \$57.7 million funding gap highlights the urgent need for financial support in key areas such as multi-purpose cash assistance, education, legal assistance, civil documentation, and infrastructure projects.

- Jordan's urgent need of \$82 million highlights the critical role of continued donor support in providing needed assistance in the form of cash assistance, health services, and housing repairs.
- Lebanon's \$76.1 million funding gap highlights the urgent need for urgent financial support to address multi-purpose cash assistance, access to healthcare, housing reconstruction, and winterization.
- Libya requires an additional \$3.7 million in funding, highlighting the need for urgent assistance, cash assistance, health care, and support for quick-impact projects to address emerging situations.
- Mauritania's \$5.4 million funding gap highlights the vital need for financial assistance in areas such as cash measures, health support, housing, and education.
- Morocco's \$2.2 million deficit poses challenges in the delivery of basic services such as cash assistance, access to healthcare, education, and livelihood support, highlighting the need for increased funding.
- Syria's urgent need for \$52.3 million underscores the urgent need for support in a variety of areas, including cash assistance, health, housing, education, and winterization, for refugees, asylum seekers, and forcibly displaced people.
- Yemen's \$39 million funding gap highlights the urgent need for additional support to address shrinking protection space, especially for multipurpose cash assistance and emergency cash assistance programs.

Each country's review highlights the urgent need for funding to address specific humanitarian needs as well as improve the educational environment, highlighting the potential dire consequences for vulnerable populations if additional financial support is not secured in 2023.

Recent data on education financing initiatives highlights both progress and challenges in addressing crises. The Education Cannot Wait (ECW) Foundation, the Global Partnership for Education (GPE), and the efforts of the World Bank Group have shown positive progress. In 2019, the ECW Fund contributed \$131 million, with increased contributions from the private sector. The World Bank Group has significantly scaled up its efforts, committing more than US\$990 million to education projects in Fragile and Conflict Situations (FCS) by February 2021. Despite this progress, there is a recognized need to further explore innovative financing mechanisms, including public-private partnerships and social impact bonds to optimize resource mobilization and expenditure efficiency in the education sector (Bank, 2020).

In contrast, 2022 saw an unprecedented increase in emergency education funding, rising more than 57% over three years from \$699 million in 2019 to more than \$1.1 billion (Conference, 2023). Key players such as Germany, the UK, and the US, along with private sector partners such as the LEGO Foundation, have played a key role. The ECW High-Level Funding Conference in early 2023 marked a major milestone, mobilizing US\$826 million and additional contributions of US\$842 million for education in emergencies in 22 countries.

However, the sharp increase in funding has not fully met the growing educational needs in crisis situations. Funding calls have nearly tripled, from US\$1.1 billion in 2019 to nearly US\$3 billion in 2022. Alarmingly, only 30% of these claims were funded in 2022, indicating a significant gap. Yasmin Sherif, executive director of Education Cannot Wait, highlighted the importance of investing in education for the 224 million children and adolescents affected, highlighting their resilience and hope.

To date, some major ECW donors have not committed funds for the entire 2023-2026 period, resulting in a funding gap, including contributions from the private sector, foundations, and philanthropic donors. In the first half of 2023, ECW faces a significant funding gap of approximately \$670 million to fully implement the goals of its 2023-2026 Strategic Plan, which aims to reach 20 million children in the next three years.

Since its inception in 2017, ECW has funded educational programs in 44 countries and in crisis situations. In response to the global COVID-19 pandemic, ECW adapted its programs to support distance learning and comprehensive services, reaching an additional 32.2 million children. Notably, ECW has achieved gender parity, with over 50% of its 2022 numbers being girls. A focus on addressing the climate crisis, rapid response to the crisis, and a strong focus on learning outcomes are evident in higher program budgets and improved changes in education outcomes, demonstrating ECW's commitment to comprehensive, quality support for education.

Conclusion

Forcibly displaced students, including refugees, migrants, and asylum seekers, face numerous barriers that impede their access to quality education. The comprehensive examination of educational outcomes and challenges faced by forcibly displaced students up to junior high school level underscores the urgency of addressing these challenges through evidence-based policy and intervention strategies.

The UNHCR estimates that refugee children miss an average of three to four years of schooling, with school enrollment rates falling significantly at higher levels. Gender

inequality further exacerbates these challenges, highlighting the need for targeted measures to ensure equal educational opportunities.

Policy changes signal a shift towards a development-oriented approach and inclusive practices. The emphasis on integrating forcibly displaced students into national education systems reflects a commitment to long-term solutions. However, challenges remain in achieving educational parity, especially beyond primary education. Efforts are being made to remove barriers to secondary education, recognizing its role in ensuring equal opportunity for refugees and host populations.

Besides, data are critical to informing effective policy responses, but there are challenges in collecting reliable and disaggregated data on the socioeconomic status and educational outcomes of forcibly displaced students. Initiatives such as UNHCR's education module aim to improve program design and response by addressing these data gaps.

The article also highlights the importance of considering host countries and communities in data collection and policy development. The impact of forced displacement on host communities, as demonstrated in various countries, requires targeted interventions to address the needs of both displaced and host populations.

Global collaboration and innovation, exemplified by initiatives such as the World Bank and UNHCR Data Centre, the Inclusive Data Charter, and the International Data Alliance for Children on the Move, demonstrate positive steps towards strengthening data systems and improving collaboration between humanitarian, development, and academic organizations.

It is crucial to mention that funding and support from organizations such as the Global Partnership for Education (GPE) and Education Cannot Wait (ECW) are critical to meeting the educational needs of displaced students. The different funding gaps in different countries highlight the importance of increasing financial support to ensure adequate resources for education in crisis situations.

Thus it is recommended to prioritize inclusive practices, remove barriers to higher education, and invest in post-primary education to help build sustainable societies, promote economic self-reliance, and break the cycle of displacement through education. Achieving Sustainable Development Goal 4 (SDG 4) requires a concerted effort to ensure that no students are left behind, ensuring a better future for all.

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