E-FORUM REPORT

PLANNING FOR THE INCLUSION OF DISPLACED POPULATIONS IN THE EDUCATION SECTOR:

PRELIMINARY REFLECTIONS
NOVEMBER 2016

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

iiep
International Institute
for Educational Planning

GLOBAL
PARTNERSHIP
for EDUCATION
quality education for all children

UNHCR
The UN Refugee Agency

PEIC
PROTECT EDUCATION IN INSECURITY AND CONFLICT
حماية التعليم في ظروف النزاع وانعدام الأمن
A programme of education above all™

CONTENTS

> "Resilient education systems that foster tolerance, promote equity and inclusion, and strengthen social cohesion can also help pull countries out of cycles of turbulence, and secure brighter futures for generations to come."
>
> **IIEP UNESCO**

UNESCO — United Nations Educational, Scientific and Cultural Organization

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GLOBAL PARTNERSHIP for EDUCATION — quality education for all children

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PEIC — PROTECT EDUCATION IN INSECURITY AND CONFLICT — A programme of education above all

INTRODUCTION

1 in **45** children in the world **is forcibly displaced.**

WHY AN E-FORUM ON EDUCATION FOR DISPLACED POPULATIONS?

At the end of 2015, 65.3 million people were forcibly displaced, either as refugees or internally displaced persons (IDPs), the highest number of displaced persons globally since the end of the Second World War. Measured against the world's population of 7.4 billion, one in every 113 people is now either a refugee, IDP, or asylum-seeker. According to the most recent estimates by the UNHCR, there are 3.2 million asylum seekers and 21.3 million refugees globally and 40.8 million IDPs.[1]

The duration of displacement often exceeds the length of an average basic education cycle; most protracted crises keep displaced people in exile for an average length of 25 years.[2]

It is estimated that some 6.7 million refugees were in a **protracted** situation at the end of 2015. These refugees were living in 27 host countries as a result of 32 prolonged crises.[3] Most of the world's refugees (86%) are hosted in developing countries. As of mid-2015, Turkey was hosting the most refugees (2.5 million) with Pakistan and Lebanon each hosting more than 1 million refugees. The Islamic Republic of Iran, Ethiopia, and Jordan each hosted more than 500,000 refugees in 2015.[4]

Over half of the 65 million displaced people are children. For education systems, the implication of this unprecedented displacement is compelling. Recent research has revealed the myriad educational trajectories experienced by displaced people, whose movements across territories often interrupt or stall their educational paths.[5] Since displacements are not typically planned for, the provision of education has proven difficult; many of these children and youth are unable to access quality education or have fallen behind in their scholastic progression.

Addressing the educational needs of displaced populations is a global responsibility. One in 45 children in the world is displaced. Access to quality education should be provided to all internally displaced and refugee children and youth from the onset of an emergency and into long-term development.

A series of conventions provide legal frameworks for the provision of education to all children. These include the 1951 Refugee Convention and its 1967 Protocol, and the 1989 Convention on the Rights of the Child. More recent policy documents such as the Incheon Declaration[6] and the Education 2030 Framework for Action[7] highlight the current global commitment to education in crisis and for refugees. In addition, the UN Secretary-General's report to the World Humanitarian Summit (May 2016), under Core Responsibility 4, recognized the key role that governments play in managing humanitarian situations, including ensuring education for displaced populations. Incorporating their needs in education sector planning processes can therefore help protect children's right to education.

DEFINING DISPLACEMENT

Refugees and **IDPs** benefit from different rights and protections on the international stage. Refugees have been defined by the 1951 Convention Relating to the Status of Refugees and its 1967 Protocol as individuals who have fled their country of nationality due to a well-founded fear of persecution, and who are unable or unwilling to return to their home country. An individual who seeks refuge in a different country, but whose refugee status has not yet been determined is an asylum seeker. The UN Refugee Agency (UNHCR) is mandated to provide international protection for refugees and asylum seekers.

1 in every 113 people

is now either a **refugee, IDP** or **asylum-seeker**

While **IDPs** may often flee their homes for similar reasons as refugees, they do not cross an international border and thus remain under the protection of their national state. "Internally displaced persons remain within the territorial jurisdiction of their own counties, the primary duty and responsibility to provide protection and humanitarian assistance to them without discrimination and in accordance with international human rights and humanitarian law lies with the state concerned" (United Nations Guiding Principles on Internal Displacement, OCHA, 2014).

"The rights of IDPs in Africa, the main text adopted by the African Union, is the Kampala Convention. According to this convention, all stakeholders in particular state parties must ensure protection and assistance to IDPs in all sectors. But the application on the field is not effective yet. Futhermore, only 20 of 54 African countries (2013), have ratified this legal text"

- PARTICIPANT, OCTOBER 3

[1]*Source: http://www.unhcr.org/news/latest/2016/6/5763b65a4/global-forced-displacement-hits-record-high.html*
[2]*GEM UNHCR. May 2016. Policy Paper 26, No more excuses: Provide education to all forcibly displaced people.*
[3]*Source: http://www.unhcr.org/statistics/unhcrstats/576408cd7/unhcr-global-trends-2015.html*
[4]*Figures for all countries are available through UNHCR, 2015*
[5]*Dryden-Peterson, 2015 Dryden-Peterson, S. (2015). Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences. Theory and Research in Education, 1-18.*
[6]*The Incheon Declaration is a policy document for SDG 4 and states in Paragraph 11: Furthermore, we note with serious concern that, today, a large proportion of the world's out-of-school population lives in conflict-affected areas, and that crises, violence and attacks on education institutions, natural disasters and pandemics continue to disrupt education and development globally. We commit to developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts, including internally displaced persons and refugees" (UNESCO, 2015).*
[7]*The Education 2030 Framework for Action provides guidance on ensuring equity and measures to ensure education for "vulnerable groups". Target 4.5 states that "by 2030, (…) gender disparities in education and (…) equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations (should be ensured)" (UNESCO, 2015).*

"There are six million refugee children and adolescents of school-age under UNHCR's mandate. In 2015, only 2.3 million were in school, 3.7 million were out-of-school. 1.75 million refugee children were not in primary school and 1.95 milion refugee children were not in secondary school. The 1.75 million refugee children in primary school and the 550,000 refugee adolescents in secondary education were in need of increased support to help them stay and succeed in school"

IIEP UNESCO

ONLY

1 out of **2**
Refugee children
are in Primary school

1 out of **4**
Refugee children
are in Secondary school

WHY NOW?
The global community is now beginning to realise the scale of the challenge of educating the hundreds of thousands of displaced children. In 2014 alone, the refugee school-age population grew by 30%, requiring thousands more teachers and classrooms.[8] In addition to growing numbers, more than half of the world's out-of-school refugee children are located in just seven countries: Chad, Democratic Republic of the Congo, Ethiopia, Kenya, Lebanon, Pakistan and Turkey.[9] Governments and partners have made progress in enrolling refugees in school and in ensuring they have access to accredited education in national systems. But enrolment of refugee children remains low and more must be done to ensure these generations are not lost. **Planning for displaced populations can help governments secure short- to long-term funding for the provision of education.** Although some protracted refugee situations have lasted more than two decades, refugee education is largely financed from emergency funds, leaving little room for long-term planning. Traditionally, refugee education does not feature in national development plans or in education sector planning, but a few countries hosting the largest numbers of refugees are taking steps to correct this. Short-term humanitarian funding is provided for education in emergencies through humanitarian response plans and appeals, but there is a chronic shortage of funding for education. New resources such as within the Global Partnership for Education (GPE) accelerated funding provisions and the Education Cannot Wait Fund, are pledged to fill funding gaps to support education in crises. These development-oriented global funding mechanisms advocate for integrating refugee children and youth into national education systems.

SCHOOL ENROLLMENT FOR REFUGEES VARIES ACROSS HOST COUNTRIES:
School-age refugee children and adolescents were enrolled in primary and secondary education

Turkey **39%**

Lebanon **40%**

Jordan **70%**

"Ensure inclusive and quality education for all and promote lifelong learning"

SUSTAINABLE DEVELOPMENT GOAL 4

[8]UNHCR. 2016. Missing Out: Refugee Education in Crisis.
[9]UNHCR. 2016. Missing Out: Refugee Education in Crisis.
[10]IIEP- GPE. 2015. Guidelines for Education Sector Plan Preparation

In 2014 alone,

the refugee school-age population

grew by 30%

requiring **thousands** more

teachers and **classrooms**

THE E-FORUM DISCUSSIONS FOCUSED ON SPECIFIC CHALLENGES AND POTENTIAL SOLUTIONS

WHY THIS E-FORUM?

Addressing emergencies through education sector planning processes is increasingly recognized as key to developing relevant and credible education sector plans[10], and considerable guidance has been published to support Ministries of Education (MoE) in planning for resilience. As a result, MoEs and their education systems are equipped with techniques to help them better withstand shocks from disasters, insecurity or conflicts should they occur, and to help prevent such problems. Technical cooperation initiatives for Ministries of Education, at central, provincial and district levels, promote education systems that are safe, resilient and encourage social cohesion within education sector policies, plans and curricula. However, supporting MoEs in planning for displacement presents additional challenges for planners. This e-Forum was therefore implemented to better understand these challenges and identify effective strategies to support MoEs planning for resilience, including for displaced populations.

This e-Forum was designed to provide a space to discuss challenges and strategies for planning education for displaced populations. "Planning for inclusion of displaced populations in the education sector" brought together state and non-state actors from around the world to discuss how governments and their partners can better plan for the provision of quality education for displaced populations. More specifically, the e-Forum generated discussions on the:

Existing experiences in planning for refugee and IDP education, including by governments (national and/or sub-national education and other authorities) and their development and humanitarian partners;
Challenges in planning and managing access to quality education for displaced populations;
Strategies to overcome these challenges;
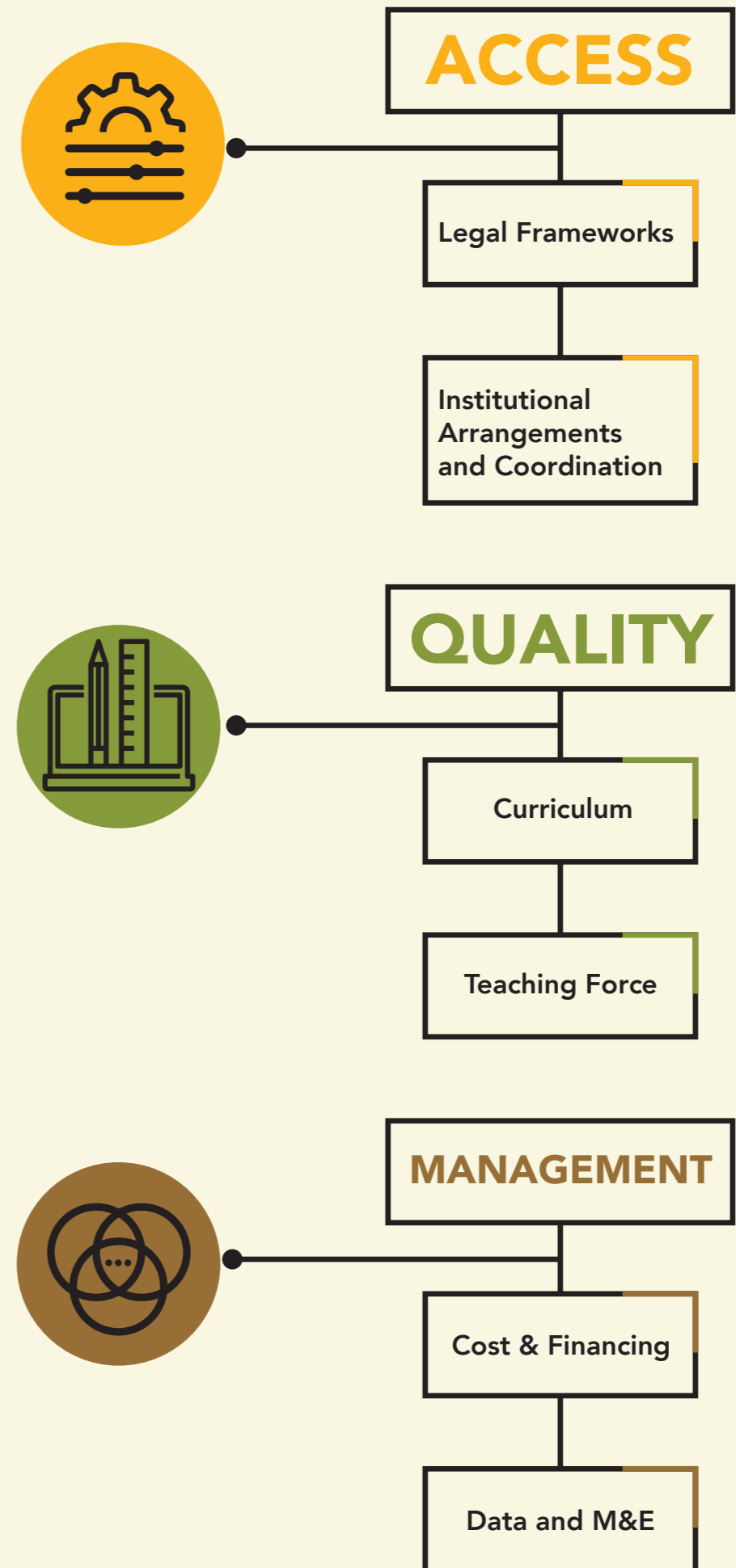**Gaps for further study.**

The e-Forum revolved around 3 overarching themes: **access, quality** and **management.** These linked themes each play an important role in planning education for displaced populations. By focusing on two sub-themes within each of these themes, the e-Forum discussions addressed specific challenges and potential solutions.

HOW CAN GOVERNMENTS AND THEIR PARTNERS BETTER PLAN FOR THE PROVISION OF EDUCATION FOR DISPLACED POPULATIONS?

ACCESS

- Legal Frameworks
- Institutional Arrangements and Coordination

QUALITY

- Curriculum
- Teaching Force

MANAGEMENT

- Cost & Financing
- Data and M&E

E-FORUM PLATFORM & METHODOLOGY

Hosted on IIEP UNESCO's virtual platform, the discussion pages were divided into the 3 main themes: Access, Quality, Management, and opened as the appropriate dates came around. Space was provided on the platform for participants to introduce themselves and meet the team of organizers, including IIEP, UNHCR, PEIC and GPE staff. The e-Forum also provided a space for participants to access information and dedicated resources related to discussion questions on each sub-theme.

Open-ended questions on each topic sparked interest and debate. Introductory notes set out the rationale for each question and provided background resources to frame the discussions.

A library was populated with relevant resources and participants were encouraged to submit other documents or links that they found most appropriate.

IIEP moderators facilitated the discussions and summarized highlights. Different techniques were used to keep discussions interesting and on-topic. Moderators brought in new material, sought periodic feedback from the group, and communicated with the group as a whole, with sub-groups (country-specific, expertise-specific) and individuals to encourage participation.

Regular summarizing of points and probing questions were posted on the platform to advance the discussions and encourage different points of view.

E-FORUM PARTICIPANTS

The e-Forum brought together education officials, humanitarian and development partners, refugees and IDPs, and teaching staff. Participant profiles reflected considerable diversity in location and organizational affiliation. The e-Forum saw a total of 473 registrations from 86 countries. Of these, 94 worked in either national education agencies, or ministries (including education), in 46 different countries. Teachers were represented; the e-Forum brought together 61 university, 17 secondary school and 3 primary school members. Displaced people were also represented: 30 participants were or had been refugees while 37 were or had been internally displaced.

Participants were targeted based on their knowledge of education and refugee/IDP issues, but also based on their country experiences. The e-Forum was advertised on IIEP and partner websites and invitations were extended to MoEs, partners, and education experts.

ABOUT THIS REPORT

This report is a synthesis of participant input during the e-Forum. The organisation of the report reflects how themes often overlapped and that responses often touched upon a number of sub-themes at once. At this stage in the reflections, it is unavoidable that themes and sub-themes were interlinked. The report sought to take participant inputs and organise them and has been done to the extent possible without compromising the integrity of the discussions in the e-Forum.

WHO PARTICIPATED?

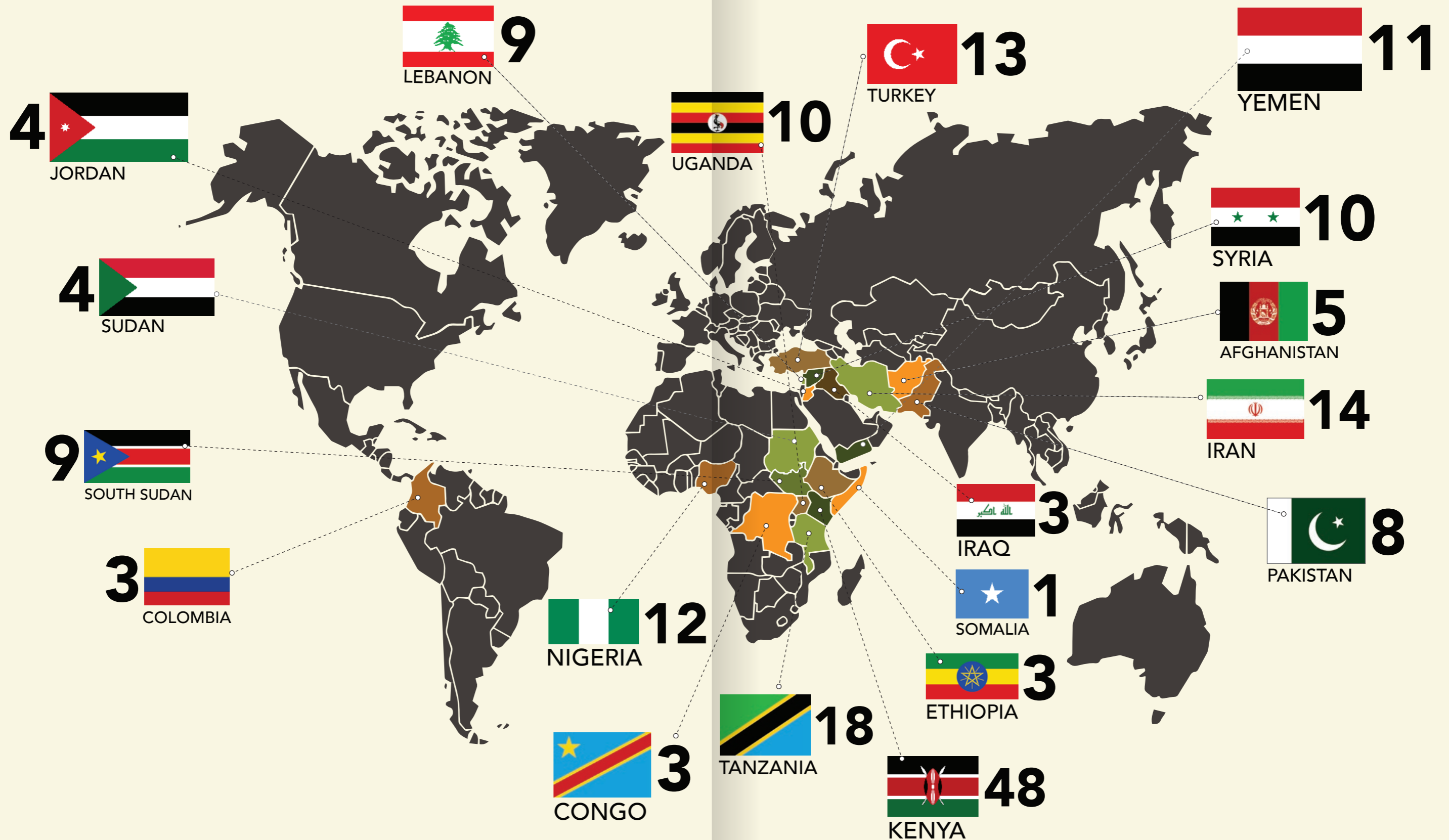473 participants from 86 countries

58% female

42% male

136 IO members

94 Government staff

102 NGO members

NUMBER OF PARTICIPANTS FROM REFUGEE AND IDP HOSTING COUNTRIES

LEBANON **9**

TURKEY **13**

YEMEN **11**

4 JORDAN

UGANDA **10**

SYRIA **10**

AFGHANISTAN **5**

4 SUDAN

IRAN **14**

9 SOUTH SUDAN

IRAQ **3**

PAKISTAN **8**

3 COLOMBIA

SOMALIA **1**

NIGERIA **12**

ETHIOPIA **3**

CONGO **3**

TANZANIA **18**

KENYA **48**

ACCESS 01

WHY?

Legal frameworks, institutional arrangements and coordination are enabling factors for planning access to education for displaced populations. The e-Forum therefore began with a discussion of these three factors.

Access to education is recognised as a **universal human right**, enshrined in international law. Legally-binding international treaties such as the Convention on the Rights of the Child, require governments to ensure access to education. Furthermore, non-binding international agreements such as the Education 2030 Agenda and Sustainable Development Goal (SDG) 4 establish global norms for access to quality education. For displaced populations, however, accessing learning can be challenging when international frameworks have not been ratified or adapted into national legal frameworks.

National laws and policies should provide a legal framework that allows refugees and IDPs to access education. However, sometimes laws and regulations may constrain access, for example through documentation or certification requirements, imposition of strict age requirements for entry to different levels of education, or school fees, to name a few.

National legal frameworks and policies should designate responsibilities to national authorities to plan for the provision of education to refugees and IDPs. This can help clarify roles and facilitate coordination with education partners.

In situations of crisis, where there are multiple partners present, where human and financial resources may be limited, **coordination** among different government bodies and among the government and its international and national partners can help ensure that resources are used in an efficient and equitable manner. It can help avoid the duplication of activities, and favour synergies and complementarities. Strong coordination at national and local level increases the likelihood that displaced populations will have access to education.

The main findings of these discussions on legal frameworks, institutional arrangements and coordination are presented in the following section.

LEGAL FRAMEWORKS

The various international declarations protecting the right to education, for both refugees and IDPs, can be used as foundations for national laws, policies, plans and practice with regard to inclusion of refugees and IDPs in national education systems. National legal frameworks stipulate how the provisions of international conventions will be implemented by state authorities. This legal basis enables governments to allocate responsibilities and ensure accountability for the education of displaced populations.

Q: "HOW HAVE INTERNATIONAL AGREEMENTS GUARANTEEING THE RIGHT TO EDUCATION FOR REFUGEES AND IDPs BEEN ADAPTED TO NATIONAL EDUCATION LAWS OR POLICIES IN YOUR COUNTRY?"

There was limited information provided on how international agreements have been adapted. This is likely because participants were not directly involved in the process. Instead, participants primarily provided a description of the national education laws and policies that address the right to education for displaced populations in their respective countries. A number of countries have specific laws, while others have laws relating to education but not specifically to IDPs and refugees.

In regards to **legal frameworks for IDPs**, the Kampala Convention enshrines the rights of IDPs in Africa, to social services including health and education, and is the main text adopted by the African Union. It states that all member parties must ensure protection and assistance to IDPs in all sectors. However, it has not yet been very effective: as of 2013, only 20 on 54 African countries (2013) had ratified it. Participants did not point to any particular country experience where legal frameworks for IDPs had been created above and beyond general laws for access to education for all citizens.

Concerning **legal frameworks for the education of refugees**, according to the UNCHR Education Team, 64 out of 81 refugee hosting countries no longer place formal restrictions on refugees accessing national systems.
Participants provided examples of countries where international agreements have been successfully adapted to **national education laws for refugees**.

In Canada, the *Immigration and Refugee Protection Act (Subsection 30 (2))* lays out the right to educational access, stating: *The Education Act in each province and territory states that children must attend school, regardless of their or their parents'* immigrations status in Canada.

Egypt has adopted a *Ministerial Decree No. 284* in 2014, which ensures that all displaced persons from Syria, Libya, Sudan, and Yemen, have the same rights of any Egyptian citizen including the right to education.

In Eritrea, education is a right for every child and any refugee child can attend Eritrean schools.

Examples of countries that have **education laws that do not explicitly mention refugees or IDPs** were also provided. In Nigeria for example, although the *1999 Constitution (Section 18)* enshrines the right to equal and adequate education opportunities for every Nigerian, as does the *Universal Basic Education Act (2004).*

KEY INTERNATIONAL LEGAL FRAMEWORKS ON EDUCATION FOR REFUGEES

Article 26 of the Universal Declaration of Human Rights (1948) states that "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages." This Declaration is the foundation to international legal rights-based conventions, including the rights of the child.

The 1951 Refugee Convention is a United Nations multilateral treaty that defines who is a **refugee**, and sets out the rights of individuals who are granted asylum and the responsibilities of nations that grant asylum. The **Protocol** entered into force on 4 October **1967**, signed by 146 countries.

1989 The United Nations Convention on the Rights of the Child (CRC) is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children. The Convention on the Rights of the Child is the most widely and rapidly ratified human rights treaty in history. The United States and Somalia are the only two countries to have not ratified this convention.

In relation to IDPs, the draft policy guided by the principles of the *2009 African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention)* has not yet been adopted, meaing that there is no specific legal framework protecting the right to education for IDPs in specific.
Likewise, the *Pakistan Constitution (section 9, article 25A)* sets out an overall law to ensure access to education: the "State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law." Again, it does not relate specifically to displaced populations.
Additionally, the *Kenyan Education Act, 2012* does not specifically relate to the education of refugees even though Article 10(2) of the Constitution guarantees the right to free and compulsory basic education. Furthermore, although Kenya does have legal texts on services to refugees *(2006 Refugee Act)* very little is said about education.
In South Sudan, the Constitution and the 2012 General Education Act guarantee the right to education for every citizen of South Sudan, including IDPs. In other countries, their **education policies explicitly mention the needs of displaced populations**. Refugees have been included in the newest *General Education Sector Plan (2016)* in South Sudan, as described in the box below.
Although Kenya's national education sector strategic plan recognizes refugees and IDPs as one of several groups in the country with limited education access, there are no specific measures to support the provision of quality education for these populations. Nevertheless, it is interesting to note that despite the lack of legal frameworks in Kenya, institutional arrangements and coordination with partners have nonetheless made the provision of education for refugees

LEGAL FRAMEWORKS
CASE STUDY: IRAN

"According to universal declarations and conventions on education of refugees, Islamic Republic of Iran facilitates the attendance and access of this marginalized population to free education."
The Islamic Republic of Iran considers education as a "natural right". *Article 3* outlines the Islamic Republic of Iran's duty to provide free education for everyone at all levels, and the facilitation and expansion of higher education. *Article 180 of the Act on the Third Plan of Economic, Social and Cultural Development:* delegates the responsibility of managing refugees to the Executive Council of Cooperation in Foreign Affairs.
Last year, the Interior Minister and the Ministry of Education issued permission to foreign children and youth to access schools regardless of documentation. This contributes to Iran's goal to provide free education for all school aged children (5-18) and to provide a safe and proper educational environment for refugees in cooperation with international agencies (UNESCO, UNICEF and UNHCR). Iran also aims to increase awareness and acceptance among Iranian people of refugee students place in education facilities, along with Iranian students.
– PARTICIPANT, OCTOBER 3

PROVISION OF EDUCATION FOR IDPs AND REFUGEES IN SOUTH SUDAN'S GESP[12]
IDP children will be reintegrated into schools in the communities where their families settle. Refugee children will continue to access education either in the refugee settlements (where refugee schools will be registered with the MoGEI) or in nearby government/community schools. Where local primary schools exist, refugee children will be integrated into the national system to the extent possible. UNHCR may assist refugee children by providing scholastic materials in order to reduce the cost of education for refugee families. UNHCR will also support children with special education needs to be able to access education, including through provision of mobility or assistive devices. Refugee children will also continue to access government secondary schools, as well as AES schools. In order to reach those learners who did not attend formal education at the right age or who dropped out of school, including youth, illiterate adults, people with disabilities, demobilized soldiers and refugees, the TVET Directorate also has a section on non-formal TVET training. As described in the priority programmes, the ministry will put in place an official national teacher certification system. Once this system is in place, IDP and refugee teachers who have been trained by NGOs and others will also be eligible for certification. Teachers in refugee programmes will be able to participate in trainings in the nearby CECs, and in-service training options may be extended to the refugee settings as well. The national inspection framework that is currently in development will also apply to IDP and refugee schools. Efforts will be made to ensure the dissemination of inspection tools and other policy guidelines to refugee schools in the country. The country's assessment framework that is being developed will also include provisions so that learners from non-government schools in the IDP sites will be allowed to take the same national examinations, and then be admitted into other schools upon their departure and return home. Similarly, the framework will specify that refugee students may also sit primary and secondary examinations and receive certification and then be allowed to enter the next level of education in national schools.

possible. In those countries where legal frameworks do exist, participants explained that there are nevertheless barriers to access. There was widespread agreement that even when policies do exist, there are challenges to implementation, often due to lack of enforcement of existing laws and regulations. These barriers are discussed in the following section.

Q: IN YOUR EXPERIENCE, WHAT ARE THE MAIN LEGAL BARRIERS THAT PREVENT DISPLACED POPULATIONS FROM ACCESSING EDUCATION? WHAT APPROACHES HAVE BEEN USED TO OVERCOME THESE BARRIERS?

In responding to this question, participants mentioned several types of legal barriers and many also described more structural and contextual obstacles to educational access for displaced populations. Structural constraints discussed by participants included the need to pay school tuition fees or to cover the costs of school materials, limited education budgets, and limited classrooms or higher levels of education. Contextual factors including different languages of instruction, ongoing insecurity/ conflict, and the occupation of schools were also seen by participants to affect the provision of education for displaced populations. While many of these barriers have a greater impact on refugee or IDP students, participants also noted that these barriers affect access to education more generally, especially for economic migrants and more impoverished communities.

THE MAIN **LEGAL BARRIERS** AND **STRATEGIES** MENTIONED BY PARTICIPANTS ARE PRESENTED IN THE TABLE BELOW.

"It is not enough to make policies on paper without practically implementing it."

- PARTICIPANT, OCTOBER 4

BARRIERS	STRATEGIES
Barriers and strategies specific to DISPLACED POPULATIONS	
Lack of policy or official rules for education offices to follow in terms of integrating IDPs and refugees into the system in the hosting educational area	Development of a plan focused on incorporating the education needs of refugees, supplemented by an EGIS system to help reduce the overload on services in high density areas (Egypt) Provinces who experienced most displacement started to work on a provincial level to discuss policy guidelines and make them part of the provincial sector plans (DRC)
Lack of documentation (age, education level, transfer certificates, proof of displacement, residency requirements)	Official letters from the governors and education offices with instructions to education offices at district and school levels to accept displaced students even without the presence of official documents (Yemen) Official manual guiding enrolment of foreign students in the country's schools for the academic year 2016-2017 communicated to the provincial departments of education (I.R. Iran) Waiving the need for documents (Iran) or requesting alternative documentation including 'teething certificates', testing and admission of IDPs with proof provided later (Yemen)

BARRIERS	STRATEGIES
Lack of certification of previous schooling	Placement tests to determine grade level (Morocco, Yemen)
Students who are behind in their scholastic progression due to displacement	Introduce a 'catch up' course (In Jordan, a course for 25,000 students ages 8 to 12)
Lack of awareness of national legal policies in more remote locations	Development of a refugee education policy to address some of the legal and policy bottlenecks restricting integration of refugees into national education systems (Kenya) Sensitization of relevant agencies on implementation of existing policies, better definition of roles and responsibilities of various bodies (Kenya)
Host Community reluctance and general difficulties in the integration of refugee students	Implementation of the "school voucher" approach for IDP and vulnerable out-of-school host community children. It was in the form of conditional cash-assistance based on community based school improvement plans (DRC) Providing more resources to schools in rural areas (Morocco) Ministries coordinate with IDPs and NGOs to ensure learners have access to school near their homes and through activities such as "Schoolyard for all" and "Building bridges" that provide artistic, sports, and cultural activities (Egypt)
GENERAL BARRIERS AND STRATEGIES THAT ALSO MAKE ACCESS DIFFICULT FOR DISPLACED POPULATIONS	
Lack of space	Negotiations to secure alternative housing for IDPs occupying schools and with armed groups to evacuate schools (Yemen) Double-shift system: increasing the 'double shift' strategy to open spaces for 50,000 more students (Jordan) Establishment of Temporary Learning Spaces for displaced children, including teaching and learning materials (South Sudan)
Payment of fees	Authorising H/teachers of government schools not to request the parents of displaced children to pay cost sharing for their children (South Sudan)

INSTITUTIONAL ARRANGEMENTS

Institutional arrangements allocate responsibilities to different government bodies and ensure coordination amongst them. Clarifying specific education responsibilities facilitates policy implementation and thus, helps ensure access to education for refugees. Education institutional arrangements can be in the form of a new ministry or department specifically tasked with addressing all social services for refugee populations.
Alternatively, responsibilities for providing education for refugees may be delegated to existing national ministries of education and their departments.

Q: IN YOUR COUNTRY, WHICH GOVERNMENT INSTITUTION(S) IS/ARE RESPONSIBLE FOR ADDRESSING THE EDUCATION NEEDS OF DISPLACED POPULATIONS? HOW EFFECTIVE IS/ARE THE INSTITUTION(S)?

In the majority of the country examples provided by participants, it seems that government institutions **play a key role** in coordinating education services for displaced populations.
Many participants provided examples of government bodies responsible for addressing the education needs of displaced populations. Below is a description of the institutional arrangements presented by participants:

  In Egypt, the Ministry of Education, together with UNHCR, UNICEF, Terre des hommes UNESCO, has the mandate to take care of displaced populations.
  In Eritrea, this responsibility lies with the Ministry of National Development and UNHCR.
  In India, the Primary Education Council, State Secondary Education Board, and the State Higher Education Council are responsible for addressing the education needs of displaced populations.
  In Pakistan, the Federal/National and Provincial/State governments of Pakistan, together with the Ministry such as SAFRON (Ministry of States and Frontier Regions), UNOCHA, UNHCR and INGOs share this responsibility.
  In Yemen, there is an Executive Unit for IDPs which is under the direct responsibility of the Cabinet (Ministers Council). The Education Cluster assembles donor organisations, civil society, and Ministry of Education (MoE), while and Emergency Committee serves as a mechanism by MoE to represent its different departments in tackling displacement problems.

INSTITUTIONAL ARRANGEMENTS IN KENYA

Within the Kenyan Ministry of Interior and Coordination of National Government there is a Department of Refugee Affairs (DRA). The DRA is tasked with overseeing all refugee issues and ensuring refugee protection. It is also in charge of registration of refugees, managing the camps, and ensuring that Kenya's national policies on refugee matters are followed. The DRA works in partnership with diplomatic representatives of various countries, UNHCR, and NGOs supporting the refugees in the country.

In South Sudan, there are four groups tasked with addressing the educational needs of displaced populations: Education Cluster at National, State, county and *payam* levels; Education Donor group; Ministry of Education Gender Thematic working groups; and Parents teachers associations and school management committees.

In situations where the roles and responsibilities are not clearly delegated to institutions, enforcing national legal frameworks and policies becomes even more challenging. Many participants stressed the need to clarify the specific education roles and responsibilities of each body and define how these governmental bodies will work together in order to make the institutional arrangements effective. Other countries work through partnerships and strengthen cross-sectorial collaboration mechanisms, such as cross-sectorial advisory groups, to address the educational needs of displaced populations.
The examples provided by participants demonstrate that governments use many diverse approaches in regard to institutional arrangements for education for refugees/IDPs. This is largely dependent upon where displaced populations live (e.g. camps, settlements, or urban settings), which in turn influences who may be responsible for the provision of education and which institutional arrangements are made.

COORDINATION

Coordination between government bodies and among the government and its international and national partners can help ensure that resources are used in an efficient and equitable manner. Including displaced populations in national education systems requires governments to take a leading role in coordination efforts and partners to align their initiatives with the government's priorities.

Q: WHAT LESSONS LEARNED IN TERMS OF COORDINATION WOULD YOU WANT TO SHARE WITH COUNTRIES FACING THEIR FIRST IDP AND/OR REFUGEE RESPONSE?

Participants outlined the importance of effective communication in efficient coordination, with the MoE as a central actor. Collaboration and coordination of education responses is key to making best use of often-limited available resources (technical, human and financial) and to accessing different funding sources including from humanitarian as well as development budgets (South Sudan and Pakistan). There was consensus that coordination with partners is imperative when working to implement legislated access to education for displaced populations and ensure accountability. The challenges to effective coordination and corresponding strategies to overcome them as mentioned by participants are presented in the table below:

COORDINATION IN SOUTH SUDAN

In South Sudan, the MoE is fully responsible for refugee/IDP education and has put in place four coordination mechanisms:
1. Department of Development Partners' Coordination of MoGEI;
2. Partners in Education Group (composed of national and local NGOs);
3. Education Cluster (with representatives from MoE, UN, INGOs and Partners in Education Group (PEG)); and
4. Education Donors Group.

Participants highlighted the challenge and importance of **effective communication** and **information sharing** when coordinating across these four bodies. Participants mentioned strategies such as developing coordination manuals, holding regular meetings, establishing thematic working groups to address specific issues (gender, construction of learning spaces, etc.) and ensuring that coordination bodies exist at national/central and decentralized levels.

CHALLENGES TO COORDINATION	STRATEGIES FOR EFFECTIVE COORDINATION
Lack of accountability	Ensuring coordination bodies exist at national/central and decentralized levels (South Sudan, Nigeria). Coordinating at all levels (school- to national level) to identify systemic education needs of displaced populations (Rwanda, Yemen, Pakistan). Having strong school governing bodies with representation from government and local community groups able to implement constitutional articles, particularly in regards to coordinating the protection of school environments (Yemen).
Maintaining communication and information sharing among the plethora of partners involved in providing education for displaced populations	Developing coordination manuals with descriptions of roles and responsibilities of all partners and coordination bodies (South Sudan). Holding regular meetings and establishing thematic working groups to address specific issues (gender, construction of learning spaces, etc.) (South Sudan).

Due to considerable resource constraints, one lesson learned is the need to better coordinate humanitarian and development responses (such as where to construct learning spaces) in order to improve access to education for both displaced and host community children (South Sudan). Lastly, coordination efforts do not end when a refugee has access to education. Returning home in safety and dignity, with access to social services, also needs to be coordinated. Ministries of education and their partners, including the Education Cluster, on both sides of the border must cooperate and coordinate returns.

"This is currently the case in Somalia where Somali refugees have started to return from Dadaab refugee camp (Kenya). Cross border collaboration is key."
- PARTICIPANT, OCTOBER 11

COORDINATION AMONG PARTNERS IN TANZANIA

In Tanzania, primary and secondary education for refugees are taken care of by UN agencies (UNHCR, UNICEF) and NGOs (IRC, Caritas, Save the Children, Plan International) while tertiary education is taken care by the MoE with logistical support from UNHCR and the NGO REDESO. The multiplicity of institutional actors and refugee nationalities makes it essential to ensure that 'competing' agencies within the camps are all guided by a common vision to which they all adhere. This vision should necessarily respond to the needs of refugee populations, including, for example, enabling repatriation. This has planning implications for things such as the language of instruction as well as examinations and certification of learning that refugees acquire in the camps.

"A goat which everyone has responsibility for its feeding often goes hungry because no one can be held accountable for failing to feed it"

- PARTICIPANT, OCTOBER 4

QUALITY 02

2/3 refugees displaced for more than **5** years

Average **basic education** is **8** years

Average **displacement** is **20** years

The importance of quality education cannot be overstated. This is why the e-Forum focused on two key issues related to quality: curriculum and teaching force.

Teachers play a key role in ensuring quality education in situations of forced displacement. They are important, not only because of their immediate impact on learning, but also because they represent for many young refugees, the adults with whom they will most regularly interact over several years. Teacher shortages jeopardize the quality of education and consequently student learning achievement. Whether teachers are recruited from the host country teaching force, or from refugee communities, recruitment choices have particular implications in terms of planning (selection, deployment, and remuneration). Ensuring that teachers have access to orientation, training and ongoing in-service support according to their needs, contributes to quality education.

Curriculum choice for refugees is challenging for a number of reasons. It can be a highly politicized and emotive issue for refugee communities and host governments, provoking sensitivities around identity, culture and ties to country of origin. Curriculum decisions related to language of instruction, and accessing examinations and certification have far-reaching implications for refugee children, including future educational and livelihood opportunities during continued displacement or after repatriation.

Two-thirds of the world's refugees are displaced for more than five years. The global average of displacement is 20 years[14]. Use of country of asylum curriculum provides access to accredited, supervised and accountable education services and is viewed by UNHCR as a sustainable and protective option in the medium to long term. The use of the home country curriculum can help facilitate repatriation and is often provided in a language that is familiar to refugees, providing employment to refugee teachers in a manner broadly familiar to the students. Since it is unclear how long refugee situations will last, there is a case for curricula that 'face both ways' in terms of language skills, to avoid depriving children of the right to education if they stay in the asylum country or return home.

The discussion on Quality focused on refugees only. The views expressed are those of participants.

14UNHCR, 2016.

CURRICULUM

Q: IN YOUR COUNTRY, **WHICH CURRICULUM** IS USED FOR REFUGEES (HOST OR COUNTRY OF ORIGIN CURRICULUM) AND HOW WAS THIS CHOICE MADE? WHAT CHALLENGES COME WITH THE CHOICE?

Curriculum choice can be a highly politicized and emotive issue for refugee communities and host governments, provoking sensitivities around identity, culture and ties to country of origin. Curriculum decisions also have implications for the selection of teachers, the language of instruction, and the certification of learning attainments. These all have far-reaching implications for refugee children, including future educational and livelihood opportunities.

During the discussions on curriculum, participants reflected upon advantages and disadvantages for using either country of asylum or country of origin curriculum.

Participants from 9 countries (Canada, Chad, Egypt, Iran, Kenya, Morocco, Rwanda, South Sudan, and Yemen) said that refugees in these countries all study the **host country curriculum**. In this case, it may be necessary to plan for the provision of additional support and teacher training to effectively manage more complex classrooms. This can include over-age learners or learners with different scholastic levels. There may be an increased need for orientation programmes for students, and flexible approaches including certified Accelerated Learning with pathways into formal primary/secondary education. Using the host country curriculum may ultimately facilitate access to the host country's labour market. Participants shared several examples of language and literacy classes that are used in their countries to help refugee children and youth successfully navigate the **transition to a new schooling system.**

Navigating new education systems is the case for students entering new host country systems, but this is also true for students transitioning back to their country of origin. Somali refugees who studied in Kenya and are returning to Somalia are currently confronted with problems related to recognition of their certification. Recognition of education received in Kenyan camps (using the Kenyan curriculum) has not yet been fully negotiated for either refugee children or teachers. In addition, there are issues with placing children in the correct levels/grades and, depending on where they settle, children will need to transition to one of the 11 curricula currently in use in Somalia.

OVERCOMING LANGUAGE CHALLENGES IN CANADA

In Canada, refugees are taught with the Canadian curriculum. The language of instruction is one of the main challenges. Opening orientation classes for refugee children, mainly in urban areas, has proven to be useful. In rural areas, refugees are enrolled in regular school and spend part of the day in a stand-alone class specifically designed for their language learning. English and French classes are offered by the Ministry of Immigration and Citizenship to help adult refugees integrate as permanent residents in Canada.

Refugees miss an average of 3 to 4 years of schooling due to displacements

The problem of recognition was raised throughout the discussions and applies to students' learning achievement as well as teachers' certifications. In Chad, Morocco, Tanzania, and Yemen there have been **curriculum transitions** that occurred at different times or for different refugee populations. These examples illustrate the transition from the use of the refugees' home country curriculum to that of the host country. These transitions provided refugees with more opportunities for continuing their education – at post-primary and/or post-secondary levels. Integration into the national system also meant that refugees were able to take part in national examinations and certify their learning attainments (at least while they remained in the country of refuge). Transitioning to the use of country of asylum curriculum requires a significant investment of time and resources to ensure that refugee children are able to succeed in the host country system. In some countries, transitioning from asylum to host country curriculum can also require changing how schools are managed and administered.

TWO COMMON CHOICES OF CURRICULUM IN REFUGEE SETTINGS

PARALLEL SYSTEM – using the Country of Origin curriculum: Refugees access education in a UNHCR or partner-managed refugee camp setting or in NGO or refugee community schools and follow their country of origin curriculum.	**MAINSTREAMING** – using the Country of Asylum curriculum: Refugees are mainstreamed into national schools and follow the host country national curriculum or they access education in a UNHCR or partner-managed refugee camp setting or community schools and follow the host country national curriculum.

TANZANIAN EXPERIENCE OF USING BOTH HOME AND ASYLUM CURRICULA

The situation in Tanzania is an interesting illustration of the pros and cons of different curriculum choices. The 1972 Burundian refugees studied the Tanzanian curriculum and were well-integrated in the host country system, whereas the 1994 Burundian refugees studied their home country curricula. When the Burundian refugees from both periods repatriated in 2009, however, it was reported that reintegration was easier for the Burundian refugees who had studied their home country curriculum while in Tanzania (because they had studied in French and because their learning was certified and recognized by the Burundian government). In contrast, reintegration was more difficult for the 1972 refugees because their certificates were not recognized and because they spoke English or Kiswahili.

When planning curriculum transitions, participants explained the need for a gradual transition that accounts for the different needs of the learners, e.g. young children may more easily transition into a host country curriculum even in a new language, whereas learners approaching education transitions (from primary to secondary, or from secondary to tertiary) will need extra support. There was one example where refugees study the **country of origin curriculum.** In Tanzania, refugees study the curriculum from their country of origin. This was seen to be advantageous insofar as it can help facilitate repatriation and the language of instruction is one with which the refugee population is already familiar. As described in the box above, the current use of country of origin curriculum was at least partly prompted by earlier experiences of refugees. The discussion demonstrated the link between planning for curriculum issues and planning for teacher issues. As in the discussion on teachers, participants of the curriculum discussion also highlighted language of instruction, certification, and recognition of learning as major challenges.

"QUALIFICATIONS PASSPORT FOR REFUGEES" is a noteworthy innovation which is being piloted in Norway by the Norwegian Agency for Quality Assurance in Education. The idea is that this passport, which includes information on highest grade level attained and language proficiency, could be used in several European countries to make the recognition process more efficient for refugees seeking to enter higher education.

http://www.nokut.no/en/News/News-2016/NOKUTs-Qualifications-Passport-for-Refugees/#.WBC-xvRBgfQ

TEACHING FORCE

Teachers are essential to the provision of quality education, including in situations of forced displacement. Teacher shortages jeopardize the quality of education and consequently student learning achievement. Using host country teachers or refugee teachers represents different planning challenges. This includes decisions on compensation and/or incentive schemes, transfer of payments in case of internal displacement of teachers and coordination with external partners, when the host government cannot compensate displaced teachers.

Q: **IN YOUR COUNTRY, WHO TEACHES DISPLACED POPULATIONS AND WHAT CRITERIA ARE USED TO SELECT TEACHERS FOR DISPLACED POPULATIONS? WHEN AND HOW SHOULD MINISTRIES OF EDUCATION AND THEIR PARTNERS INTEGRATE NATIONAL AND REFUGEE TEACHERS THAT ARE NOT YET PART OF THE NATIONAL SYSTEM?**

The majority of participants described challenges relating to teaching displaced populations but provided few inputs on who these teachers were and which criteria were used to select these teachers. Country examples provided descriptions of the many challenges for integrating teachers but did not necessarily offer many strategies to facilitate the process.
If and **when** to integrate refugee teachers into national systems? There was no consensus by participants on if and when refugee teachers should be integrated into national education systems. This concept was mostly taken to mean that schools would follow the host curriculum entirely, rather than the education authorities taking responsibility for refugee schools that follow a version of the home country curriculum.
Some participants felt that integration should happen from the very early stages of displacement. However, other participants felt that the decision to integrate teachers would be dependent upon the expected length of displacement, the capacity of the host community, and the availability of funding. Host countries would be cautious of large scale integration into national schools without guarantees of long term support from donors who currently support refugee schools.
In Tanzania, it was recommended that **a change of policy** would be needed before integrating refugee teachers into the national system was feasible, primarily because refugees are currently taught in their home country curriculum with the expectation of repatriation.

INTEGRATION OF TEACHERS DEPENDS ON:

- Expected length of displacement
- Capacity of host community
- Availability of funds
- Choice of curriculum
- Language of instruction
- Current national policies
- Attitude of local communities

WHO TEACHES REFUGEES?	
REFUGEE TEACHERS	**HOST COUNTRY TEACHERS**
Kenya, Tanzania, Turkey, South Sudan (primary) Cambodia	Yemen, Iran, Kenya, Canada, South Sudan (secondary), Cambodia

Participants felt that the **language of instruction is a major** factor in deciding if and when to integrate refugee teachers into national education systems. This was the case in South Sudan, where efforts have also been made with partners to train refugee teachers through Intensive English Courses so that they could cope with teaching in English.
In **Yemen, limited funding** poses a challenge to full integration of the refugee education program into the national system, as this requires funding teachers who are currently volunteers and including them in the MoE payroll. Furthermore, as was the case in Chad, the decision to integrate refugee teachers and learners into the national system may be met with resistance from the refugee community and it may be difficult to convince the refugee population to accept the national system.
How to integrate refugee teachers into national education systems? Participants provided examples of how this is being done.
In **Kenya,** a joint teacher development strategy was developed for partners in Dadaab camp. The strategy highlights the issues of teacher recruitment, modalities of training, cross-border certification and teacher management.
The Teacher Strategy proposes five strategic objectives - supply, retention, management, development, durable solutions for refugee teachers. It is intended to streamline and strengthen teacher management and development activities in Dadaab over a three year period. The focus of the strategy is on gathering detailed teacher data as the basis for policy and programming in addition to harmonizing and standardizing teacher programming and experimentation with low cost solutions. The Teacher Strategy emerged from a consultative process including interviews, focus group discussions and a stakeholder consultation workshop.
In addition to institutionalizing good practices in policy frameworks such as the Kenyan strategy for teacher development, participants pointed towards the need for teacher training, particularly in language and psycho-social support.
In **Rwanda,** in addition to language support, teachers received training in psycho-social support (PSS), special needs education, and child-centred teaching methodologies through country-wide UNICEF programmes in order to increase teachers' capacities. These courses were offered to both Rwandan and refugee teachers to address the specific needs of refugee students. Teachers who have received the PSS training have also been made focal points for male and female students to seek help or counselling if they experience problems.
In discussing ways to support teachers through training courses run by either MoEs or NGOs, participants touched on the challenges of:
- Recognizing **previously certified** teachers from the refugee population;
- Recognizing **additional training/certification** by the country of origin and/or asylum.
The challenge of integrating teachers who were trained and certified prior to displacement can often be resolved with a placement test. For example, in **Cambodia,** teachers who are not part of the MoE, can integrate into the system by passing the teachers' **national examination.**

Ensuring that teachers have access to orientation, training and on-going in-service support according to their needs contributes to quality education. Host countries may not recognize training offered to refugee teachers by NGOs or UN agencies. Furthermore, training provided in a host country (either by the host government or NGOs) may not be recognized outside the host country. The importance of harmonizing teacher training, and the related challenges and strategies for doing so, are presented in the following section.

Q: WHAT ARE THE CHALLENGES AND GOOD PRACTICES FOR HARMONIZING TEACHER TRAINING PROVIDED BY PARTNERS FOR SYSTEMIC RECOGNITION BY EDUCATION AUTHORITIES?

Aligning teacher training provided by an NGO with host and country of origin requirements can facilitate the recognition of such training and ensure the effective use of (often) limited resources for teacher training. Ideally, the in-service training modules should meet the requirements of the host and country of origin for teacher qualification; this does not prevent the addition of supplementary elements such as psychosocial or health education or education for peace building.

Teacher training courses in host countries are a good strategy to improve quality teaching. However, there may be challenges to recognition of learning attainments, even within the host country. For example, in Iran, teachers can participate in training courses and educational workshops held by NGOs, but those courses were less likely to be recognized than official courses provided by the MoE. Participants explained that according to existing regulations, MoE does not endorse unofficial educational activities that were provided for refugees and would therefore not recognize the programmes outside of the approved framework.

In Kenya, as part of their national strategy to manage refugee teachers, emphasis was placed on supporting refugee teachers to attend government certified colleges. In this way, teachers can acquire certificates that may be transferable to their country of origin or to a third country. A number of Somali refugee teachers have repatriated and are able to earn a living as teachers based on the certificates earned in Kenya.

To ensure that resources dedicated to training teachers are not lost, participants from South Sudan and Yemen touched on the importance of partners coordinating their training initiatives with the MoE, which designs courses relevant to the country's in-service teacher training. The biggest challenge with this particular strategy is to ensure there is a strong accreditation mechanism. In South Sudan for example, there is no recognized body that issues the in-service trained teachers with a valid certificate. As such, training by NGOs cannot be certified.

Challenges and strategies put forward by participants on harmonizing teacher training for recognition by national authorities are summarized in the table below.

CHALLENGES TO HARMONIZING TEACHER TRAINING INITIATIVES	STRATEGIES FOR HARMONIZING TEACHER TRAINING INITIATIVES
Organisational challenge: Multiplicity of actors involved in teacher management	Developing a joint teacher development strategy, which describes the challenges and need for teacher recruitment, modalities of training, cross-border certification and teacher management practices (Kenya and Yemen).
Organisational challenge: Lack of certification (previous learning or additional learning)	Enabling refugee teachers to attend government certified colleges to earn certificates that may be transferable to their country of origin or to a third country (Kenya with Somali refugee teachers). Allowing teachers that are not part of the MoE to sit for the teachers' national examination (Cambodia), and to obtain provincial or territorial certification (Canada).
Programmatic challenge: Specific learning needs of teachers of refugees (language, psychosocial)	Ensuring that teachers receive training in host country language (as needed), as well as training in psycho-social support (PSS), special needs education, and child-centred teaching methodologies (Rwanda).

MANAGEMENT 03

Ministries of education require **reliable and comprehensive data** to plan and **manage** their education systems. Forced displacement movements are irregular and hard to predict and acquiring accurate data on displaced populations is challenging. Consequently, traditional education **management tools** may not be suffice to include displaced populations into national education systems.

Both IDPs and refugees present **data collection challenges**; standard projection models are based on national demographic data and population projections which often don't account for mass population movements. Furthermore, lack of data may make **estimating costs** of the provision of quality education difficult.

Financial forecasting is based on quantitative data – including the number of students and the teaching and learning conditions, to name a few – which illustrate the cost of integrating displaced populations. Once cost is ascertained, **securing funding** to implement activities is the next challenge, given the limited global resources and growing needs. Governments face challenges in estimating costs and mobilizing funding needed to provide education for displaced populations.

DATA AND M&E

Q: **WHAT ARE THE MAJOR CHALLENGES TO COLLECTING DATA ON EDUCATION FOR REFUGEES AND IDPs? WHAT DATA COLLECTION METHODS HAVE BEEN USED EFFECTIVELY TO GATHER THE NECESSARY INFORMATION TO PLAN EDUCATION FOR DISPLACED POPULATIONS?**

The unpredictable nature of forced displacements and specifically the uncertain number of displaced school-age children add a layer of complexity to data collection, as does the duration of displacement. In the early stages of an emergency, data on newly displaced people are often reasonably well tracked, but as crises become protracted and complicated by returnee movements and new rounds of displacement, monitoring tools struggle to follow education requirements.

IDPs remain under the authority of their national governments and IDP enrolment may not be tracked separately, unless they are enrolled in IDP-specific learning facilities. Norwegian Refugee Council's (NRC) Internal Displacement Monitoring Centre (IDMC) has monitored internal displacement since 1998 but no comprehensive data sets exist for education for IDPs.

Refugee enrolment may be captured in national EMIS, or tracked by UNHCR through its results-based management application, or even through various data systems used by UNHCR partners.

Participants exposed a number of challenges facing data collection. Participants first highlighted 2 main types of data collection for refugees, each with their own advantages and disadvantages.

"Problems of data collection can be overcome if there is the political will to do so."

- PARTICIPANT, OCTOBER 11

"Even if the MoE is not directly responsible for the education of refugees, for example in a camp situation, it is still important for the ministry to know how many children are receiving education (or not) in their country."

– PARTICIPANT, OCTOBER 11

Parallel data collection techniques, used often in camp settings, are undertaken by education partners, as is the case in Yemen and Kenya. Meanwhile, other countries such as South Sudan, have chosen to integrate refugees into national EMIS collection. Interestingly, participants often did not distinguish between data collection instruments and data management systems. This is not surprising given the close relationship between actors who will collect data and those that will manage data. Nevertheless, as countries develop EMIS systems in the future, this is an opportunity to keep the distinction in mind.

PARALLEL DATA COLLECTION SYSTEMS		INTEGRATION OF REFUGEES INTO NATIONAL EMIS COLLECTION	
ADVANTAGES	DISADVANTAGES	ADVANTAGES	DISADVANTAGES
Presents a clear picture of the size of the student population, at a precise moment.	When a number of different partners undertake data collection, their databases may have incompatible data points and partners may not have strong information sharing systems. Aggregation can be delayed by a single organisation.	Data about the number of refugee learners can be included in national EMIS systems, whether or not the learners are labelled as refugees. If they are identified as refugees, there may be some protection concerns.	Some EMIS identify refugee schools (i.e. separate schools in camps). If they are not identified, then it's hard to know how many refugees are accessing education.

The UNHCR Education Team raised an important question about the disaggregation of data: "Are there protection concerns that we need to consider when including legal status in national EMIS sets in our efforts to obtain these disaggregated data?" Is it desirable for refugee and IDP children to be specifically identified within their schools? Does this carry any risk to their safety and well-being? To summarize, there are three scenarios for displaced populations to be counted by actors:
1) through parallel collection mechanisms,
2) as part of EMIS but without being specifically identified, and
3) as part of EMIS and specifically identified as refugees or IDPs.

The choice of which to use should be considered carefully based on each situation. This challenge relates directly to issues of Cost and Financing, because even if overall costing can be based on aggregate numbers, the challenge is then to allocate funds in the areas (and ultimately to the schools) where the funding is needed to ensure access to education for displaced populations.
In addition to challenges specific to how data are collected, participants raised a number of challenges that fall into four different aspects of data collection:
1. policies surrounding data collection
2. actual collection of data
3. its timeliness and accuracy
4. interpretation and usefulness of findings for planning

Policies surrounding data collection pose the first challenge: a lack of institutional culture, motivation and political will from a top-down perspective impacts the efficacy of efforts on the ground to collect information that should be used when making decisions. An absence of a shared vision among education partners places even more strain on education resources that are already stretched. The choice of what kind of data collection system to use

(parallel or integrated) needs to be harmonized among partners and the same technique used across populations, lest the results be so different as to be of no use at all. Lastly, when existing national systems are used, support can be extended to strengthen them. For example, a weak existing EMIS (Yemen) requires systematic and long-term support to be effective in managing information and integrating data on refugees.
The on-the-ground collection of data poses a different set of challenges, from a lack of supplies and record keeping tools, to insufficient infrastructure (IT, electricity, and transport) to delivery of data to/from offices and schools. The very nature of displaced populations complicates collecting data about them: they are often on the move and do not necessarily register themselves.
Timeliness and accuracy of collected data can pose challenges for planning. For example, the motivations behind the data collection can skew results, e.g., inflation of numbers for increased funding. Likewise, even good data collection, if it is only partial, is of little use. Data also need to be available within a reasonable period of time to be relevant, given the fluidity of displaced populations.
For example, the Canadian Department of Citizenship and Immigration collects quite accurate data on immigrants and refugees to Canada but the statistics are released a year after the collection. Annual statistical surveys are useful for Education Sector Analyses and yearly operational planning but in emergencies, data are needed more rapidly in order to respond to changing needs. I.R. Iran has established a Bureau for Aliens and Foreign Immigrants Affairs (BAFIA) to improve coordination at all levels, including that of data collection and conducts a national census for refugees annually (AMAYESH), but as is the case in other countries, the information is not available in time for planning.
Once information is collected, how it is analysed and used varies. Multiple education service providers are involved, often leading to data fragmentation across a range of refugee education data sources and management systems.
Harmonization and uniformity in the interpretation of indicators by different partners need reinforcement. Indicators are mostly reflective of numbers reached and not necessarily of the quality of interventions, meaning that the actual learning achievements remain largely unmonitored.
One of the major challenges participants cited in collecting data was a lack of disaggregation in national EMIS numbers. In South Sudan for example, information from schools does not differentiate refugee school data from that of national schools, nor is there disaggregation for IDPs and refugees.
Several participants expressed interest in working more systematically on understanding what displaced populations are learning, and how well they are learning it, when they have access to education.

"When it is ministry asking for data, schools know it is government that want to provide money or other resources... they submit exaggerated numbers."

- PARTICIPANT, OCTOBER 12

DATA COLLECTION IN CANADA

In the spring of 2016 the Social Science and Humanities Research Council, in partnership with Immigration, Refugees and Citizenship Canada (IRCC) awarded 10 targeted research grants. The goal is to support research and mobilize knowledge in a timely way on key issues and events—such as education, employment, skills development, social integration and security—in the early days of the migration and resettlement process. These grants will provide valuable information and data, including education, regarding how best to support refugees in Canada.

Q: WHAT STRATEGIES HAVE BEEN USED TO INTEGRATE DATA COLLECTED BY DIFFERENT EDUCATION STAKEHOLDERS (E.G. UN AND NON-GOVERNMENTAL ORGANIZATIONS) INTO NATIONAL EMIS FOR PLANNING AND MONITORING PURPOSES?

Ministries of education require reliable and comprehensive data to plan and manage education systems. When education data for refugees and IDPs are collected and maintained by partners, especially when separate schools or education programmes are established for refugees or IDPs, these data may not be included in national statistics. This, in addition to frequent movement by populations and unpredictable attendance further makes tracking and planning for their inclusion in education a challenge. Participants first enumerated the challenges to integrating data from different stakeholders. These included:

- **Fragmented** responsibility of IDPs and refugees can result in incomparable data
- **Data** are often incomplete or different across sources
- **Data/indicators** may be interpreted differently by partners
- **Erroneous** self-reporting (inflation of numbers)

In addition to these challenges, participants noted that indicators across the board mostly reflect numbers reached and not necessarily quality of learning.
The strategies put forward by participants can be structured around strategies for:
1) data collection,
2) data analysis, and
3) coordination of data.
These issues are naturally interlinked.

1. Data collection
The use of technology was seen to be beneficial to data collection: mobile phones are used to collect data in Uganda using EduTrac, and they are used to track school attendance in South Sudan. Mobile phones are also used in Southern Africa, "where the El Niño-induced drought has forced children to drop out".
In Egypt, there is regular collection of data on refugees and IDPs through the statistics centre in the Ministry of Education, which registers data directly from schools.
To coordinate data collection among partners in Kenya UNHCR and UNICEF developed an Excel-based EMIS that is used to collect school data on monthly, termly and annual basis from the education partners in Kakuma and Dadaab refugee camps in Kenya. The data collected are then analysed using common indicators (GER, NER, TPR, GPI) and shared with partners for their program interventions.
This system is easy to use and does not require specialized software or personnel and can easily be replicated anywhere by training the head teachers and education partners.

> "Unless ALL education data is collected we will remain in the perennial situation where refugees and even IDPs become the concern of external agencies rather than national governments."
>
> **- PARTICIPANT, OCTOBER 11**

SOUTH SUDAN INTEGRATED DATA SUCCESSFULLY

In South Sudan, data from OCHA on risk (including factors on 1) displaced populations due to the conflict, 2) death and disease, 3) food insecurity and 4) malnutrition) **were merged** with the country's EMIS data to help illustrate where the highest risk schools were located. This information was then used in the General Education Strategic Plan to help focus efforts on regions that required the most support. Refugee and IDP populations were also accounted for and their needs addressed in the draft GESP.

2. Strategies for data analysis
To facilitate the analysis of data, several participants highlighted the importance of triangulating data from different sources to verify its accuracy. In Eastern DRC, data from household surveys as well as from Education Cluster members and ministry representatives were available.
"Particularly for very localized areas (i.e. villages that received IDPs) these were often the more reliable data, as IDPs representatives, and host community village heads, had often already done their census, which could be cross-checked through triangulation."
In Kenya, "Partners in the education sector use secondary data for the pre-crisis to assess how many schools are affected and also use data obtained during the crisis from various sources including media reports. A team analyses the data and plans on how to collect primary data from the displaced population. A combination of the primary and secondary data is then used to make a detailed analysis of the situation to facilitate sector planning. It is also used to raise funds to meet the education gaps of the displaced people.
To ensure accuracy, data are cross-checked "with other data sources like the national school EMIS, population data, school feeding program data and the data collected in registering the displaced persons."[15]

3. Strategies for the coordination of data
A number of participants cited effective integration of data collected from different education stakeholders. Iran established a Bureau for Aliens and Foreign Immigrants Affairs to improve coordination, including coordinating data.
Coordination in collecting information and assessing displacement was touched on by participants. In Yemen, coordination between the Education Cluster and the Local Education Group supports the review and evaluation of projects for the provision of emergency education.
In Kenya, there is a humanitarian response mechanism in place organised by the Government of Kenya, UN agencies and NGOs to assess and plan for supporting displaced populations.
The Kenya Initial Rapid Assessment (KIRA), a multi-sector, multi-agency mechanism is tasked to:
- Support evidence based decision making in the early stages of a humanitarian response
- Provide an understanding of how humanitarian needs vary across different affected groups
- Identify where gaps may exist between needs and local/national capacity to respond
- Identify further detailed information needs

Partners in the education sector use secondary data for the pre-crisis to assess how many schools are affected and also use data obtained during the crisis from various sources including media reports. At team analyzes the data and plans on how to collect primary data from the displaced population. A combination of the primary and secondary data is then used to make a detailed analysis of the situation to facilitate sector planning. It is also used to fund raise to meet the education gaps of the displaced people. To ensure accuracy data is cross-checked "with other data sources like the national school EMIS, population data, school feeding program data and the data collected in registering the displaced persons."
- PARTICIPANT, OCTOBER 13

[15]Participant, October 13

COST AND FINANCING

The discussion on cost and financing of education for displaced populations was closely related to the discussion on data and M&E. Access to complete and better quality data is needed to estimate the cost of education for refugees and IDPs. The following section outlines results from separate discussions on refugees, followed by discussions on IDPs.

Q: WHAT ARE THE MAIN OBSTACLES TO INTEGRATING THE COSTS ASSOCIATED WITH REFUGEE EDUCATION INTO NATIONAL (OR SUB-NATIONAL) EDUCATION BUDGETS? HOW CAN THESE OBSTACLES BE OVERCOME?

Including refugees in various levels of national education systems requires adding them to national projections. These combined projections can then be used to estimate the additional human and material resource requirements as well as specific learning support associated with the increased enrolment levels and increased complexity of classrooms. Comprehensive planning through national budgets can provide the evidence base for increased national budget allocations to education. Planning will also enable external funding support to be channelled appropriately with the aim of ensuring equal learning opportunities for national and refugee children and adolescents. Participants discussed how to include the provision of education for refugees in national education budgets.

In addition to data problems, participants raised a number of obstacles related to the integration of costs associated with refugee education into national education budgets. These include:

Lack of political will and commitment to refugees (including for education)
Lack of a legal framework that obligates the state to bear the costs of refugee education (Yemen)
Poor alignment of donor support and priorities (Egypt, Yemen)
Insufficient budget allocation to education which:
- May lead to the perception that the refugee situation is temporary and should not be included
- Indicate that education for refugees is not a priority for the hosting government
- Suggest that education is the responsibility of UNHCR and other partners (Egypt, South Sudan, Yemen)

Refugee teachers not recognized by the government and therefore not included in the national wage bill (Tanzania, Yemen)
Public funding comes with public bureaucracy-management, monitoring, reporting, which is often difficult to establish in a refugee settlement area

> "Integration will remain incomplete as long as refugees' issues, including education, are treated as 'temporary issues."
>
> - PARTICIPANT, OCTOBER 14

> "The most sustainable way to provide quality and certified education for refugees is through their effective inclusion in established national education systems."
>
> - UNHCR, EDUCATION POLICY BRIEF 4: MAINSTREAMING REFUGEES IN NATIONAL EDUCATION SYSTEMS

Insufficient budget for additional costs, e.g. additional learning spaces, specialized teacher training, remote area allowances for teachers (Kenya, Morocco, Yemen)
Refugee camps (parallel systems with distinct unit costs) rather than integration of refugees in local communities or settlements (Chad, Tanzania, Yemen)

Participants suggested that the **modality of support** to refugee education is the biggest issue. When support is through a specific project, national systems can support it as a line item within the national or a sub-national budget. When support is integrated into the national system, start-up costs for refugee education – like textbooks and teacher training modules in a new language – may not fit naturally into the budget structure. Integration into the government budget is more challenging because various non-governmental agencies may carry out activities with external funding they have elicited from donor governments or others. In terms of overcoming these obstacles, participants suggested continued advocacy and information sharing about the average duration of displacement to highlight the urgent need to ensure the right to education for refugees. One objective of the new Education Cannot Wait fund and one of the concerns of the Global Partnership for Education (GPE) is to better balance development and humanitarian agendas. This requires a risk analysis as part of the development of education sector plans.

The prevailing sentiment of how to overcome the obstacles to including the cost of refugee education in national education budgets is **through integration of refugees into national education systems**. This is of course more practicable when there is no difference in the language of instruction. Where there are differences, special measures must be included for transition arrangements.

To integrate refugees into national education systems participants also suggested the need for:

An Education Sector Diagnosis that identifies strengths and weaknesses using a refugee lens.
A concerted effort by all national and international stakeholders to assemble data on the education needs of refugee populations. This data can then be translated into data on education needs, which are not always obvious (enrolment ratios might be different for the refugee population, due to lack of education background and/or a backlog of unmet education need, etc.)
A national education sector plan (or transitional education plan) that is comprehensive and addresses the education needs of all learners, including refugees (and IDPs).
Refugee students in urban areas to attend the same public schools as host country students. It was suggested that it might reduce pressure on the education system if refugee students are enrolled in a large number of public schools, which is easier to accomplish in urban areas.

Furthermore, the following ideas were seen to be important in making choices between integrating costs into government budgets and maintaining specific project funding:

Recognition that sustainability of funding for education for refugees depends ultimately on inclusion in national budgets, even if funding is then sought from UNHCR and other sources.
External support via budget or sector support, e.g. construction of learning spaces or provision of materials, to communities where refugees live such that local communities and refugees all benefit.
Planning carefully for a project period, which will support the start-up and inception costs and then gradually bridging towards a nationally owned system is a good way to ensure funding is incorporated in national budget requirements.

> "There is need to balance between development and humanitarian agenda"
>
> - PARTICIPANT, OCTOBER 12

> "There is usually the underlying feeling at times that the displaced persons cannot get same treatment as the "rightful owners". This usually creates tension. In response, government may create varying salary scales and forbid the equal payment of refugees or asylum seekers"
>
> - PARTICIPANT, OCTOBER 11

Q: WHAT ARE THE MAIN OBSTACLES TO IDENTIFYING SPECIFIC COSTS ASSOCIATED WITH EDUCATION FOR IDPs? HOW CAN THESE COSTS BE SEPARATELY IDENTIFIED IN NATIONAL EDUCATION BUDGETS IN ORDER TO SECURE NEEDED FUNDING FOR IDPs AND TO ALLOCATE RESOURCES WHERE NEEDED?

IDPs are included in national census projections as they are national citizens. They are therefore included in overall projections of pupil enrolment in standard simulation models. However, these overall projections generally mask inequities in the system. Since it is more likely that IDPs will not have access to education, it may be necessary to disaggregate data by region to identify areas where additional teachers or learning spaces may be required, or where enrolment targets might need to be adjusted to account for disparities in access.

In some situations, separate camps or settlements with separate education facilities may be established for IDPs. Then, the additional cost of education for those camps/settlements needs to be calculated to account for the full national cost of education. Participants raised a number of obstacles including:

- **Education is not a priority** in the national budget
- **Additional costs** associated with displacement are not in the annual budget of the Ministry of Education
- **There is no contingency fund** or emergency stocks for use in case of a crisis
- **Unpredictability of the flow of IDPs** and also the expectation that IDPs will return to home

In response to these challenges, participants also recommended that national education planning processes include contingency planning for both refugee and IDP situations. The contingency plan would be the basis for a more effective emergency response and a vehicle for advocacy and for mobilizing resources during an emergency.

Two examples were given of how costs could be separately identified in national education budgets in order to secure needed funding for IDPs:

IN KENYA, the National Education Sector Plan 2013 - 2018 includes a component related to Education in Emergencies, which is costed in the plan and serves as the vehicle to align government and development partner activities.

UGANDA has developed guidelines to help education authorities at all levels plan and budget for potential crises in their regions. In addition, training has been conducted with district level planning officers to identify, plan and budget for the risks that might affect their districts such as refugee influx, flooding, conflict, landslides, etc.

Q: HOW CAN HOST GOVERNMENTS AND/OR PARTNERS BEST ATTRACT FUNDING (INTERNALLY AND EXTERNALLY) TO SUPPORT EDUCATION FOR FORCIBLY DISPLACED POPULATIONS (REFUGEES OR IDPs)?

Financing national education budgets occurs through a combination of national (internal) and external resources. Meeting the Sustainable Development Goal for education will require an increase in all forms of education financing. In conflict and displacement affected countries, meeting this challenge will require enhanced efforts to increase national budget allocations to education.

Countries and humanitarian assistance providers often rely on external financing for education for displaced populations. This is often secured through humanitarian funding sources and is usually less than what is required. One of the issues related to financing education for forcibly displaced populations is the traditional divide between development and humanitarian funding. One of the best arguments for integration of displaced populations in national education systems is that it may provide better access to development assistance for education of refugees and IDPs. Fully integrating forcibly displaced populations into national education systems may ultimately be a cost-effective strategy and may also result in social cohesion. It may also result in more sustainable and effective learning outcomes for both displaced and host communities.

When separate education budgets are prepared for either refugees or IDPs, it may prove difficult to access development funding for those populations, thereby limiting their access to educational opportunities in the long-term.

Given that most protracted displacement situations last much longer than 20 years, humanitarian funding will not be able to adequately support education for displaced populations.

One of the solutions put forward for attracting funding (internally and externally) is the development of a sound, well costed education plan that incorporates a risk analysis and any specific needs related to education for IDPs and refugees. Depending on the situation, the plan might be an Education Sector Plan or a Transitional Education Plan (TEP). In emergency and protracted crisis situations, a critical part of the planning process is that key humanitarian partners such as the Education Cluster and UNHCR are also invited to participate in the Local Education Group (LEG) in order to provide input on the plan.

According to the GPE-IIEP Guidelines, the benefits of a TEP will be:

- **A common framework for aligning partner activities** with those of the government in support of education – especially important in situations where both development and humanitarian partners are present;
- **A vehicle for harmonizing emergency or early recovery education activities** that may be specified in a Humanitarian (or Refugee) Response Plan with longer-term development priorities for the education sector, which can help countries to manage rapidly changing contexts;
- **A plan that will facilitate access to external education financing opportunities,** including funding from the Global Partnership for Education, to ensure continued learning;
- **A sense of ownership** among those involved in the planning process, which will aid with implementation of the plan.

In 2012, conflict-affected countries spent only 3.2% of national income on education – far below the global average of 5%

- UNESCO, 2015

These same benefits also apply to an Education Sector Plan that analyses the potential risks affecting delivery of education, including risks of conflict or disaster, and then incorporates and costs priorities to address those risks.

A question was raised about the possibility of securing **social impact loans** (SIL) for the expansion of education services. This is a financing mechanism that has not been used widely in the education sector. Two participants pointed to the difficulties associated with social impact loans or bonds, including that these types of loans are based on the identification of mid-term or long-term outcomes with which everybody agrees and that can easily be measured. In refugee contexts, outcomes related to learning or improvement of refugees services are difficult to measure (or at least not commonly measured as pointed out in the data and M&E discussion) and may not be fully agreed by different education stakeholders. Secondly, the proper functioning of an SIL demands effective regulation and credible information systems (e.g. to identify competent service-providers, to ensure the right levels of payments, or to evaluate outcomes achievement). Another participant pointed out that, as with SILs, a well-functioning government is needed to strengthen a government's overall ability to mobilize funds.

To attract funding, host countries needed to be accountable.

Participants suggested countries would need to:
   Strengthen their governance and accountability mechanisms
   Develop a framework for an effective monitoring and evaluation system
   Establish clear audit systems
   Put in place management of information/communication and disclosure systems
   Institute a coordination framework that provides an enabling environment for development partners and other stakeholders to participate in education for IDPs and refugees

These particular suggestions highlight a number of issues that related to the first themes of the e-Forum: coordination and institutional arrangements. As the discussions came to a close, Management and Access issues increasingly overlapped.

Participants suggested mobilizing resources from **communities**, **charities** and the **private sector**, in addition to development and humanitarian partners.

In **2012,** conflict-affected countries spent only **3.2%** of national income on **education** – far below the global average of **5%**

- UNESCO, 2015

WHERE DO WE GO FROM HERE?

There are a number of implications for planning that emerge from participants' inputs and experiences shared during the e-Forum. The following section outlines areas for further research, discussions, and suggestions for both partners and MoEs in the areas of Access, Quality, and Management. This section is not a comprehensive list, nor is it meant to be prescriptive. Instead, the goal of this section is to generate further reflection and thinking in order to collectively target areas where selective actions can be taken.

ACCESS

The discussions in this theme of the e-Forum sought to touch upon 1) barriers to ensuring access and 2) strategies to overcome these barriers. This theme proposes a number of ways forward for ministries of education and their partners to work together to tackle access-related issues.

With regards to **legal frameworks**, there are two questions that help shape the way forward:

1) How can the right to education be protected for displaced populations when countries have not ratified international conventions or adopted them into national legal frameworks?
2) How can governments and their partners implement the national legal frameworks that already exist?

In working to establish and implement **institutional arrangements** it will be important to better understand what characteristics help make government bodies tasked with addressing the education needs of displaced populations more effective. For example, it could be interesting to undertake a descriptive analysis of different bodies responsible for refugees and IDPs in various countries to learn what effective coordination mechanisms have in common.

In working to improve **coordination**, it is important to further reflect on how government leadership can be ensured. Beyond the e-Forum, it could be interesting to explore why coordination works in some cases and not in others? What factors contribute to successful coordination and information sharing?

QUALITY

Implications for planning **quality** of education for displaced populations are described in the following section.

In linking with the discussion on *Legal Frameworks* discussion, several participants noted that they have systems in place for delivering placement tests to newly arriving refugees. There may be a need at country level for systems to recognize or certify refugees' learning achievements to allow for entry or placement into different grades/levels of education.
The discussion on the teaching force highlighted a lack of information within participants' responses. While many expressed challenges to integrating teachers, few answered the questions on *which criteria teachers were selected*.

There are a number of questions that can help shape the way forward:
What are the criteria for selecting teachers of refugees in a given context?
How can cross-border coordination increase recognition of learning achievements and teacher qualifications? Can the Norwegian model (Qualification Passport) be used elsewhere?
Is there an alternative to country-by-country processes that can ease the transition for refugees. The West African Examinations Council (WAEC) was raised as one example.
How can transitions between home and host country curriculums be best managed?

Ensuring the learners who are displaced receive not just an education, but a quality education wherever they are learning is the goal of education providers. This theme of the e-Forum helped shed light on the challenges to quality education and things to consider. Above all, it showed a real need to deepen understanding of promising practices on the ground, and how these practices might lead to quality outcomes.

MANAGEMENT

In the discussions on **Management**, there was a clear need to coordinate efforts with partners. Collaboration is necessary to share key information and make use of existing tools. It is also key to building robust education systems that are capable of managing crises and attracting the funding to manage displaced populations. There are a number of questions in the area of management that help shape the way forward.

1) **How is it possible to make use of existing tools to track data to strengthen existing systems?**
There are a number of existing data tools that have been created, yet participants did not illustrate many examples of their use. It could be interesting for partners to support governments in implementing new approaches to data collection. This could be through supplying tools, training, infrastructure support (internet, charging phone, etc.), and storage facilities for data collections tools.

2) **How can data be more effectively shared within and across countries?**
One way forward for sharing data could be to learn within countries and sub-regions, who is collecting what and where. A detailed mapping exercise could facilitate coordination between actors and fill some existing data gaps.

3) **What are the best ways to measure the quality of learning that takes place for displaced populations?**
Participants brought forward the importance not only of measuring quality but also measuring the quality of education being taught. This will entail collaboration between planners and organisations responsible for curriculum and assessment. Possible further research could look to measure the quality and relevance of what learners learn.

4) **How can existing funding mechanisms be more effectively used and expanded?**
Education in emergencies is not well funded because education service delivery is often not prioritised among humanitarian actors and often falls into the realm of "development". To bridge the gap between humanitarian and development funding in the education sector, the "Education Cannot Wait" fund can provide the link between emergency and development. Using this existing funding channel and advocating for its use and expansion is one step towards improving funding. Advocating for the use and growth of additional funding sources that support education for displaced populations in a consistent, predictable manner is also a possible way forward in this regard.

PARTICIPANT FEEDBACK

Participants completed an evaluation survey following the e-Forum and provided positive, constructive feedback.
In almost all areas of discussion, respondents found the diversity of participants and their shared experiences to have been the most useful. According to respondents to the evaluation, the most commonly consulted discussions were those on *'Access: Institutional agreements and Coordination'* and *'Quality: Teaching Force'*. As mentioned by one participant: *"This forum has demonstrated that there is a wealth of knowledge among practitioners but we need to document and capture it."*

Participants generally appreciated the wide variety of countries represented but some individuals would have liked to have a greater variety of inputs, particularly within *'Access: Legal Frameworks'*. Other participants wanted to see a wider variety of countries' operational examples.
Almost all respondents felt that the topics were adequately addressed. The recommendations of topics that could be included in future e-Forum include the psychosocial wellbeing of teachers during crisis, and sub-sector specific issues like the role of higher education. Some participants recommended more focus on management (cost and financing).

Many respondents indicated that they have already used the information learned and shared information within different contexts:
> 'I have already used some information in a meeting with Portuguese institutions regarding the reception of refugee families in Northern Portugal, namely on access, curriculum and specifically on language. I am going to use some of the information in a presentation on education for refugees in a meeting for local institutions at the end of November.'
> *– Participant, Portugal*

> 'I have already started using some information. Particularly, adopting the best practices from other countries.'
> *– Participant, Kenya*

A number of respondents also planned to use this information within their workplaces and research.
The responses include:
> 'Hoping to use information on teachers at forthcoming conference in Berlin.' *– Participant, Great Britain*

> 'I will improve my service delivery based on the knowledge I have acquired from this forum.' *– Participant, South Sudan*

Respondents were generally positive about their experience with the e-Forum. Above and beyond the e-Forum itself, they found that there is globally a lack of research on education themes as they relate specifically to IDPs and refugees. There is therefore a need to strengthen research as well as share the need to share experiences and network with other professionals that face similar challenges. Participants were satisfied because this e-Forum provided space to do this.

> **"This forum was so fascinating given the sharing and interactions from members."**
>
> **– PARTICIPANT, UGANDA**

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