Education, Children on the move and Inclusion in Education

Lessons learned and scalable solutions to accelerate inclusion in national education systems and enhance learning outcomes

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Acknowledgements

Children playing in "Children's friend Area", in Kaya, in the north central region of Burkina Faso.

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Cover note

When UNICEF was established 75 years ago, the world was home to nearly 11 million displaced people due to World War II. Five years later, the 1951 Refugee Convention specified that the State shall guarantee all refugees and displaced peoples have access to education. Today, the world is facing compounding humanitarian, environmental and economic crises that have spurred the migration and displacement of millions of children and their families. UNICEF has remained steadfast in its mission to improve the lives and livelihoods of children and their families. At the core of this mission is ensuring that nearly 9.8 million refugees and 23 million internally displaced children and adolescents have access to quality, inclusive education. UNICEF's work with governments, United Nations partners, the private sector and with civil society has led to longstanding educational solutions for children on the move in search of better opportunities.

The following report summarizes how UNICEF and its partners have contributed to the creation of education solutions that support the skills development and educational attainment of children on the move in countries and regions across the world. Country case studies highlighting best practices from 19 countries and the East African and Sahel regions showcase UNICEF's work with country governments on issues such as the inclusion of refugees in national education systems and improving relations between refugee children, their families, and their host communities.

We hope that the lessons generated from practical experiences in the field can be used to inform strategies and programming of partners to achieve our collective mission of finding durable educational solutions that will improve learning outcomes for children on the move across the world.

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Definitions

Children on the move: International or internal child migrants, refugees and asylum seekers, as well as internally displaced children or returnees.

Young people and 'youth': While there is no single definition of 'youth' or 'young people', this report focuses on young people, aged 14 to 24, and uses the terms 'young people' and 'youth' interchangeably.

Migrant: A person who is moving or has moved across an international border or within a home country, regardless of whether the move is voluntary or involuntary and regardless of their legal status or length of stay.

Refugee: A person who lives outside his or her country of nationality and is unable to return because of persecution or fear of persecution based on race, religion, nationality, political opinion or membership in a particular social group.

Internally displaced persons (IDPs): Individuals or groups of people who have been forced or obliged to flee or to leave their homes or places of habitual residence; in particular, as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border.

Acronyms

AAP	Accountability to affected populations
ABE	Alternative basic education
AfL	Assessment for learning
ALP	Accelerated learning programme
CCC	Core commitments for children
CCTE	Conditional cash transfer for education
CLE	Caregiver-led education
CoTM	Children on the move
EiE	Education in emergencies
EGRA	Early grade reading assessment
EMIS	Education Monitoring Information System
GCM	Global Compact for Migration
GEM	Global Education Monitoring Report
GCR	Global Compact for Refugees
GRF	Global Refugee Forum
ICT	Information communications technology
IDPs	Internally displaced persons
IFC	International Finance Corporation
IGAD	Inter-Governmental Authority on Development
ILO	International Labor Organization
IOM	International Organization for Migration
LP	Learning passport
MHPSS	Mental health and psychosocial support
MLCs	Migration learning centers
MoE	Ministry of Education
NFE	Non-formal education
OECD	Organization for Economic Cooperation and Development
PSEA	Prevention of sexual exploitation and abuse
PFA	Psychological first aid
SDGs	Sustainable Development Goals
SGBV	Sexual and gender-based violence
SoWC	State of the World's Children report
TaRL	Teaching at the right level
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees
WASH	Water and sanitation and hygiene
WB	World Bank

Barranquilla, Colombia, 4 de Septiembre de 2021. Jornada de Preregistro para población migrante venezolana en Barranquilla, Colombia, con ayuda de UNICEF.

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Executive summary

Internally displaced refugee and migrant children of different categories, collectively referred to here as children on the move (CoTM), continue to face major barriers and bottlenecks to their inclusion in national education systems and in acquiring the skills they need to succeed in life. Current estimates suggest nearly 10 million refugees, and 25.6 million internally displaced persons (IDPs) are aged under 18, with potentially many more undocumented and remaining invisible in current data.

Education and learning:
Prior to the global COVID-19 pandemic, UNHCR estimated that by 2021, 61 per cent of refugee children would be enrolled in primary school and 23 per cent of refugee adolescents in secondary school. Close to half of refugees aged under 18 would remain out of school. For IDP children in fragile settings, opportunities for enrollment in education can potentially be even more dismal. Like their peers in low and middle-income countries, CoTM are also experiencing a 'learning crisis' with up to 80 per cent not achieving expected literacy proficiency levels.

The risk of growing caseloads:
The responsibility for supporting CoTM is falling upon a small number of countries facing developmental, political, and fiscal challenges. Regions most affected by displacement include Africa and the Middle East, which account for 43 of the 50 most fragile countries as ranked by the OECD. Pressures giving rise to CoTM are increasing due to climate change, protracted conflicts, emerging conflicts, and the social and economic impacts of the COVID-19 pandemic. By 2030 the number of people living in fragile situations is set to increase from 1.8 billion to 2.2 billion and by 2050, 40 per cent of the world's population below 18 years will be concentrated in African countries most vulnerable to fragility, conflict, and climate change.

Reaping the dividends by investing in education, inclusion and learning:
Now more than ever is the need to find solutions to build on the potential of CoTM and reap a demographic dividend by giving them the skills and opportunities to contribute to our collective good. Contributing to youth development through education can boost economic growth and innovation. CoTM attending existing schools or programmes in their new locations, bridges cultural differences between migrant communities and host country natives while fostering new economic opportunities. It allows CoTM to become constructive members of society by adding to their communities' social and political development.

The time for scaling up solutions is now: UNICEF and partners have pledged to find solutions for CoTM to access education and skills development, and to open doors to meaningful livelihoods, constructive civic engagement, and participation in decision-making processes. This report contributes to efforts to find education solutions for CoTM by drawing upon the richness of UNICEF-supported programmes implemented across the globe. It identifies lessons learned for removing barriers to inclusion and ensuring that CoTM acquire the skills needed to survive and thrive. Key messages from these lessons are summarized below.

Key lessons learned for scaling up solutions

Risk-informed planning can identify context-specific barriers to inclusion for CoTM underpinned by policy frameworks that remove legal and administrative barriers to inclusion, particularly for refugee and migrant children. For Syrian refugees in Turkey, South Sudanese refugees in Sudan, migrants in Thailand, and IDPs in Nigeria, the plans of partners and governments apply multiple evidence-based solutions to remove context-specific barriers. These efforts are often underpinned by policies that remove legal and administrative barriers for CoTM. For refugees in Sudan and Uganda and IDPs in Nigeria, legal and administrative barriers to enrolling in host community schools have been greatly reduced or removed entirely. In Turkey, inclusive government policy has supported more than 700,000 Syrian refugees in the public-school system since 2017. In Thailand, government policies allow documented and undocumented migrants to access education and other essential services, helping an estimated 163,000 migrant children enroll in national education services prior to the global pandemic.

Strengthening a country-level enabling environment with improved data and learning assessment tools plays a critical role in including CoTM in national education services. In India, strengthening government EMIS at national and subnational levels has helped to include previously 'invisible' migrants in planning and education services. In Turkey, data is used to deliver cash assistance for refugee children, showing how protection risks can be managed to support inclusion. These successes spring from conducive policies that have reduced legal barriers for CoTM, particularly migrant and refugee children. In Sudan, Kenya, and countries like Turkey that recognize prior learning, learning assessments are used to help refugee children transition to the national education system. The use of formative learning assessments in countries like Uganda, Nigeria and Sudan are also helping to enroll refugee and IDP children in appropriate learning pathways, thus enabling them to transition to the national education system. These country-level approaches can be accelerated by leveraging the accountability and norm-

setting role of inter-governmental mechanisms, as is being done via IGAD in Eastern Africa.

Removing financial barriers with cash transfers to households with minimal, but important, conditionalities is effective in supporting the inclusion of CoTM into national systems. In countries from Turkey to Jordan to Thailand, cash transfers keep CoTM in school and learning. Turkey's National Conditional Cash Transfer for Education (CCTE) programme gives families cash support every two months. The financial support provided by the CCTE programme has helped 700,000 children and their families – including some 4,300 refugee children (2,013 of them girls) – access accelerated learning since October 2021. Donor funding has kept refugee hosting countries from being overwhelmed and has been a tangible and crucial method of 'responsibility sharing' between higher and lower income countries.

Effective teaching and learning approaches are overcoming linguistic barriers to inclusion for CoTM in ways that promote learning and inclusion and build social cohesion. In Sudan, refugee-hosting schools, with teachers recruited from the refugee population, have been established to help South Sudanese and non-Arab speaking refugees integrate into the national system and engage with host communities. In Thailand, Burmese migrants are hired in MLCs to assist with teaching migrant Burmese children in their mother tongue. Nigeria's TaRL supports IDPs learning in mother tongue at early grade levels, progressively becoming proficient in English at higher grade levels. Teaching in mother tongue has allowed students across multiple countries to learn more quickly, acquire skills, and has provided them with opportunities to transition to national public schools.

The pandemic has taught us that digital and home-based learning solutions, when designed to accommodate socio-economic barriers, expand access to education to those who otherwise may remain excluded. Jordan's Learning Bridges programme uses high-tech and low-tech strategies to support refugee children's access to weekly curriculum linked activities in printed format, supplemented with access to online learning resources via QR codes.

Burkina Faso's use of radio to connect IDP students with learning demonstrates the importance of utilizing technologies that can be accessed by learners in various socio-economic conditions. In Bangladesh, caregiver-led learning at home, radio programming, community schools and a new curriculum for Rohingya learners supported learning for some 200,000 refugee and vulnerable host community children aged 4–14 years. The use of digital platforms (both on and offline), radio and television, and community-centered approaches need to be scaled up to promote learning continuity for CoTM and the resilience of education systems in relation to conflict, climate change and displacement.

Measures that support the inclusion of CoTM include the recruitment of teachers from affected populations, teacher capacity development for language of instruction, cultural and gender sensitivity and supporting learning continuity measures. In Sudan, the use of volunteer refugee teachers has helped refugee students transition into Sudan's national education system. In Burkina Faso, teachers from IDP populations such as Burkina Faso's female coaches, has enabled IDP children to achieve improved learning outcomes and connect with host communities. In Nigeria, the TaRL programme highlights that practical teacher training can lead to quick wins with literacy learning outcomes for children. In Antigua and Barbuda, teachers learn to conduct hazard and risk assessments and to develop school contingency plans by mapping vulnerabilities to climate change and capacities to respond to the environmental disasters giving rise to migrant and IDP populations.

Inclusion of CoTM requires investment to expand safe learning facilities that are gender and disability sensitive and provide effective learning environments. In Sudan, schools catering to the needs of refugee children are being built, classrooms expanded, and learning materials are being distributed to CoTM. In Somalia the UNICEF-supported Alternative Basic Education (ABE) programme built 198 gender-sensitive sanitation facilities to ensure girls from IDP and pastoralist communities had access to learning. In Thailand migrant learning centers (MLCS) are distributing gender-sensitive WASH materials to engage girls in learning. In the DRC, the Ministry of Education has

implemented several inclusive gender-responsive education projects targeting refugee and displaced girls while in South Sudan, UNICEF is working with the Ministry of Education to strengthen teacher capacities around school safety and addressing sexual exploitation and abuse (SEA) of children – including children who are internally displaced.

Remedial learning and catch-up education strategies used to overcome learning loss during the COVID-19 pandemic (e.g., condensed curriculum, use of formative assessments, extended instruction time), should become a mainstay of support for CoTM, given the disruptions to learning experienced. In Nigeria and Uganda, formative assessments are used to tailor learning for CoTM and in Gaza, to shape remedial education programmes. Remedial learning in Gaza also focuses on core learning areas to accelerate recovering losses to learning for children.

Increasing accountability to affected populations, while a commitment made by all humanitarian actors, when done effectively yields strong gains with improving learning outcomes for CoTM. In Somalia's ABE programme, community leaders and parents engage with teachers to increase oversight and better support children. In Palestine, parents and caregivers are engaged in remedial learning activities for children through in-person meetings and social media.

CoTM – and young people generally – at later stages of life will struggle to earn if they do not learn and everything should support the acquisition of foundational literacy and numeracy skills, together with transferrable skills. Uganda's Skills for Life is a learning-to-earning programme aimed at enhancing students' foundational numeracy and literacy skills to aid in their transition from school into the workforce. Countries such as Burundi are highlighting the need to align learning content to labor market opportunities for older adolescents while retaining a focus on building foundational and transferrable skills among learners. Participation of adolescents is yielding huge benefits for positioning learning opportunities alongside young people's aspirations in countries like Burundi through student-led vocational groups using peer-

to-peer methods to guide each other in transitioning from classroom skills to earning skills.

Education strategies supporting the mental health and well-being of CoTM will improve learning, acquisition of transferrable skills needed to reach their full potential and reduce risks of violence and exploitation. The Ministry of Education in the DRC provides gender-based violence and safety training for teachers and psychosocial support for refugee and displaced students. In Palestine, following the escalation of hostilities in May/June 2021 UNICEF-supported EiE responses included psychological first aid training (PFA) for teachers to address the mental health needs of children affected by both the conflict and feelings of isolation due to COVID-19 school closures.

Approaches that build social cohesion help to overcome discrimination and bias against CoTM and support their inclusion and retention in education and learning locally. In Jordan, integrating sports and art activities for peace in the Nashatati life skills curriculum, coupled with community-based approaches promoting interactions with host communities, contributed to social cohesion and addressing tensions between refugee and host communities. In Iraq, UNICEF and the Ministry of Education partnered with Big Bad Boo Productions through a life skills and civic education

programme (the 1001 Nights series) build shared values and friendships with host community children and provide emotional support for displaced and other children throughout Iraq. In South Sudan, the national education curriculum is taught by refugee volunteer teachers who help refugee students build cultural dialogue and engagement with host communities.

Next Steps – Accelerate action toward inclusion and learning for CoTM

In combination with partner calls to action to increase financing for inclusion of refugees, and partner pledges to deliver on global compacts for refugees and migration respectively, this report offers practical solutions to accelerate access to quality learning opportunities for CoTM, particularly refugee and IDP children, with IDP children continuing to comprise the greatest caseload in years to come. UNICEF will continue building on its partnerships in support of Member States to scale up these solutions and to generate collective action for CoTM. Most importantly, UNICEF will continue leveraging its programming and operational presence at country-level, further accelerating results for CoTM in education.

SECTION 1.

Migration and children's education – averting a learning crisis to achieve the SDGs

Our collective challenge – Children on the move and education

Achieving Sustainable Development Goals (SDGs) and promoting peace and security requires concerted action to expand effective solutions for marginalized children to access quality learning opportunities. This is especially true for children on the move in low-income countries, in fragile contexts and those who have been forcibly displaced, either internally or across borders, as they have fled violent conflict, disasters and environmental degradation in the context of climate change, poverty or violence. There is widespread consensus that solutions need to be rooted around strategies promoting inclusion into national education systems.[1] Moreover, evidence demonstrates that inclusion strategies also contribute to the economic and social development of communities where children on the move are hosted.

Children on the move: Collectively referred to by UNICEF as 'children on the move', the number of internally displaced children, refugees, migrants, and asylum seekers and in some cases, returnees or those re-integrating into their communities after displacement, has increased dramatically in recent years.[2] From 1960 to 2015 the number of migrants more than doubled from 93 million to 241 million.[3] Between 2010 and 2020 alone the numbers of refugee children rose by 116 per cent.[4] By 2021, there were an estimated 89.4 million forcibly displaced people worldwide secondary to persecution, conflict, and violence. Internally displaced persons (IDPs) account for a larger number at 55 million, while 26.4 million are refugees.[5] Children make up around 42 per cent (or 37.3 million) of those forcibly displaced.[6] Roughly 10 million refugees and 25.6 million IDPs are under the age of 18 (around half of all forcibly displaced people).[7] This includes an estimated 2.9 million children living in internal displacement due to natural disasters.[8] According to the International Labour Organization (ILO), the proportion of migrant youth workers (aged 15-24) rose to 16.8 million in 2019.[9] UNICEF estimates that by the end of 2021 there will be 281 million international migrants with one in five, or 20 per cent, being a 'young person' between the ages of 15–24 years.[10] These figures represent only the tip of the iceberg as hidden populations of CoTM often go unreported. In many cases, data are not regularly collected and quality is often poor. Information comes from a patchwork of sources that provide little comparable global or regional data.[11]

Where children on the move are concentrated: The majority of migration occurs within the Global South. At the beginning of 2020, fragile and conflict-affected settings contained 23 per cent of the world's population and 76.5 per cent of all those living in extreme poverty.[12] Those regions most affected by forced displacement include Africa and the Middle East, which account for 43 of the top 50 fragile countries as ranked by the OECD.[13] The responsibility for supporting children on the move disproportionately falls upon a small number of countries, many of which face numerous developmental, political, and fiscal challenges. In 2020 Syria, Venezuela, South Sudan, Afghanistan, and Myanmar were the source of approximately 16.6 million refugees globally, with 73 per cent of refugees hosted by neighboring countries. As of 2021 Turkey, Colombia, Pakistan, Uganda and Germany are hosting around 9.5 million refugees, 36 per cent of the global total. 87 percent of all refugees are hosted in developing countries countries.[14] Meanwhile, Somalia, Afghanistan, Yemen, DRC, Syria, and Colombia account for 28.3 million IDPs, or 52 per cent of the global refugee total.[15]

Education and children on the move: Prior to the global COVID-19 pandemic in early 2020, UNHCR estimated that 61 per cent of refugee children were enrolled in primary school and 23 per cent of refugee adolescents in a secondary school as of 2020.[16] In low-income countries, the ratio was below 50 per cent in primary and just 11 per cent in secondary education. The overall result is that close to half of all refugee children – 48 per cent – remain out of school.[17] For IDP children in fragile and conflict-affected settings, enrollment in education can potentially be even more dismal. By 2018, fewer than 20 per cent of IDP children in Somalia were enrolled in primary education with even less enrolled in secondary education.[18]

While limited data is available for undocumented migrant children, they are likely to face similarly daunting obstacles in accessing education based on legal and language barriers, issues of bias, and underlying inequalities based on their status.[18]

Figure 1. Children on the move, current numbers tip of the iceberg

1.9
MILLION
Others

25.6
MILLION
IDPs

37.5
MILLION
under 18 yrs.

10
MILLION
Refugees

Conflict &
violence

Rising
inequalities

MILLIONS
MORE ARE
INVISIBLE

Climate change
& environmental
disasters

Urbanization
& the lure of
better service
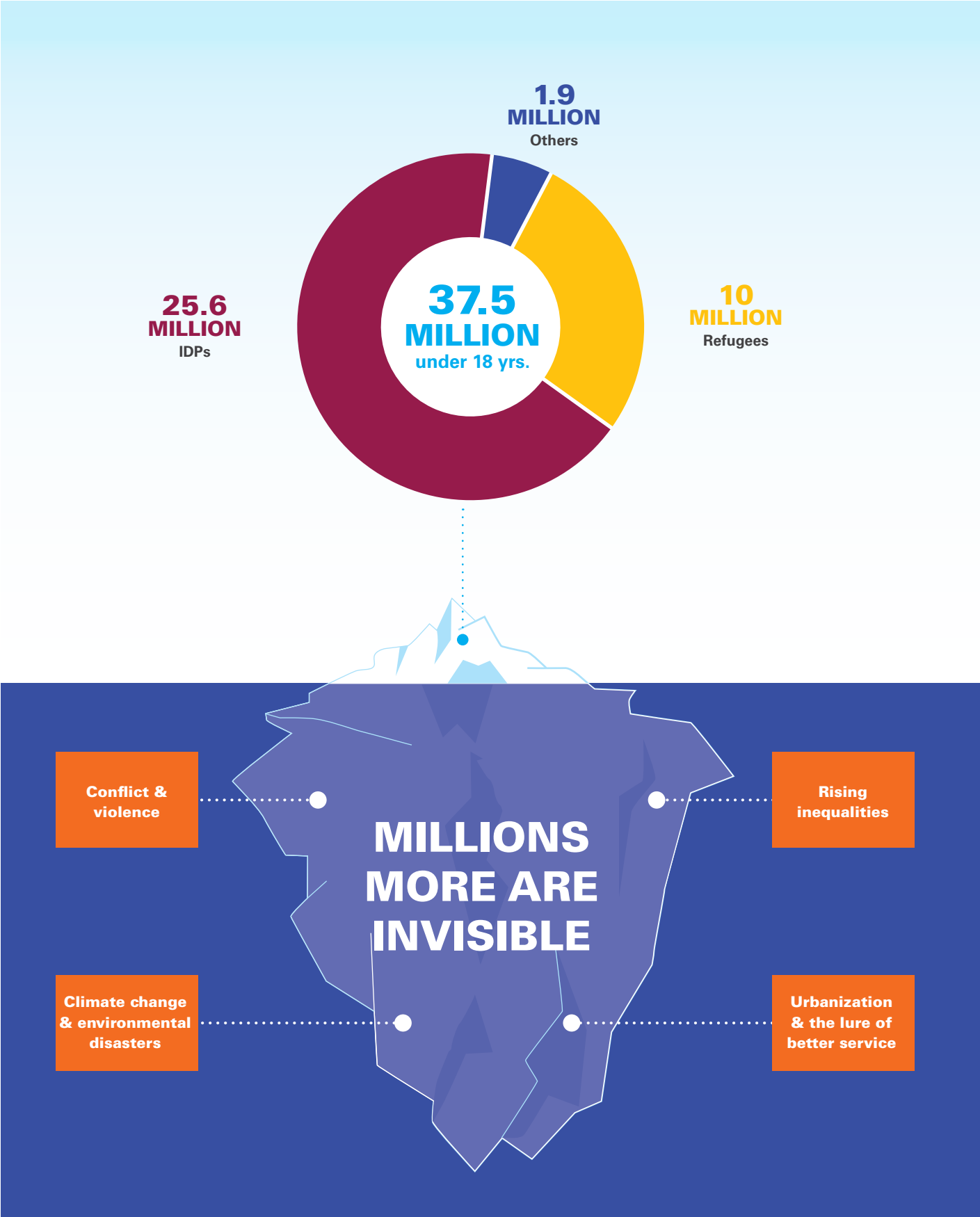
Figure 2. Children on the move, current numbers tip of the iceberg

Only 1 in 6 refugees is hosted by high income countries

High income countries, except Germany, are hosting disproportionately low numbers of refugees.
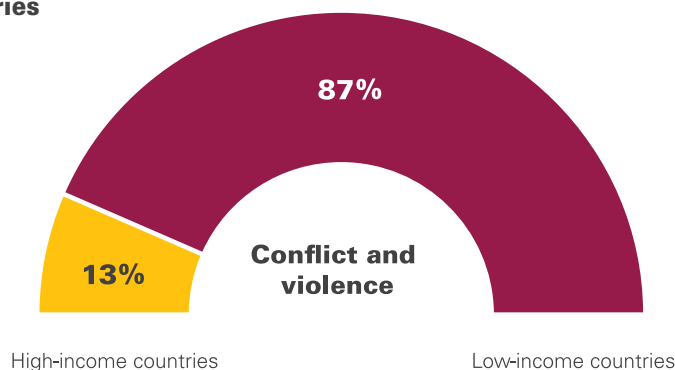
Concentrated in the 43 most fragile countries

Africa and the Middle East are the regions most affected by forced displacement. Almost three-quarters of refugees are hosted by neighboring countries

87%

13%

Conflict and violence

High-income countries

Low-income countries

Like their peers in low and middle-income countries, CoTM are experiencing a 'learning crisis'. Recent evidence from the World Bank shows that prior to the global pandemic, 53 per cent of children in low- and middle-income countries suffered 'learning poverty' – the inability to read and understand a simple story by the end of primary school (or age 10).[19] In low-income country contexts, where fragility is higher, the level of 'learning poverty' can be as high as 80 per cent.[20] It is projected this crisis will deepen as a result of the COVID-19 pandemic, with rates of learning poverty increasing by as much as 10 per cent in low income settings.[21] In turn, the inability of children to acquire foundational skills such as reading is undermining their 'human capital', and their ability to find employment and constructively engage with their societies later in life.[22] By 2030, at current rates, 420 million people in low- and middle-income countries (including those who are on the move) will not acquire basic skills at key developmental stages of childhood, and 825 million will not acquire the basic secondary-level skills needed to succeed in work and life.[23]

The risk of educational exclusion and the reliance on negative coping mechanisms – for example, engaging in child labor for CoTM – has only worsened with the onset of the COVID-19 pandemic. During its peak in 2020, some 1.57 billion 5 to 17-year-old children were affected by school closures.[24] The World Bank estimated that five months of school closures could result in a 25 per cent increase of children in lower secondary school failing to meet minimum learning proficiencies. Additionally, a higher proportion of children could be in learning poverty by age 10, with long term economic losses for today's

learners of approximately $17 trillion in lost earnings over their lifetimes.[25] These impacts are most felt by children from marginalized groups such as children on the move already facing numerous barriers to accessing quality learning opportunities. While data remains unavailable on the potential economic losses that school closures will have on the lifelong earnings of CoTM, available data from the World Bank and OECD do show a decline of 1.7 per cent (or USD $109 billion) in remittances sent by migrants to families in their home countries.[26]

Deepening global challenges for CoTM, but hope remains: With the impact of climate change becoming more pronounced, and with protracted conflicts continuing unabated, new conflicts emerging and the social and economic impacts of the COVID-19 pandemic further weakening systems in already fragile contexts, the number of CoTM is projected to increase dramatically. According to the World Bank, by 2030 two-thirds of people living in poverty will be found in regions prone to fragility and conflict,[27] with those living in fragile situations increasing from 1.8 billion to 2.3 billion people.[28] It is estimated that by 2050, 40 per cent of the world's population younger than 18 will be concentrated across African countries vulnerable to fragility, conflict, and climate change.[29] Those at greatest risk will be children and young people.

Nevertheless, like all young people across the world, CoTM offer the potential to yield a 'demographic dividend' across fragile contexts where populations are relatively young, or in developed countries where populations are aging (e.g., Germany). The term

'demographic dividend' refers to the economic growth achieved by having proportionally more working-age people as a share of the population.[30] Capitalizing upon the potential of today's children on the move (e.g., contributing to economic growth, innovation, or to the social and political development of their communities) requires investment to diversify solutions to support their education and skills development.

Drivers of migration and forced displacement

Decisions to move are often complex, driven by an interplay of aspirations, and personal, family, cultural or economic factors – including gendered roles and responsibilities or family crises.[31] As of 2021, extreme weather events and conflict remained the two main drivers of displacement globally, accounting for the displacement of nearly 30 million people annually.[32] Other key drivers of mobility include, but are not limited to, urbanization; inequity; desire for family reunification; poverty; and aspirations of marginalized communities to access better social services, education, employment and opportunities to improve their lives and futures. The decision to migrate is rarely down to a single driver as children individually, and households collectively, weigh multiple drivers as part of their complex decision calculus.

- **Conflict and violence**: For 87.3 million displaced people in 2017, conflict, insecurity and risk of violence were major drivers of displacement with many fleeing potential persecution. By 2019 in Syria alone, more than 6 million people had fled the country to escape civil war and violence.[33] Of those internally displaced by 2020, 48 million moved due to conflict, roughly half of those being under the age of 18.[34] In 2020, 95 per cent of new conflict-related displacements worldwide occurred in countries highly vulnerable to the impacts of climate change.[35] Reporting from IOM further shows increases during 2021, with conditions for migrants becoming more difficult as a result of restrictions on mobility due to the COVID-19 global pandemic.[36]

- **Climate change and environmental disasters**: Of those people internally displaced in 2017, 18.8 million were due to environmental disasters.[37] By 2020, this figure had risen to 30.7 million new weather-related internal displacements, including 10 million children. It is projected that in the coming decades, climate change will be the main reason for displacement.[38] Countries most at risk will be those in sub-Saharan Africa, Latin America and South Asia.[39]

- **Rising inequalities**: Defined as the growing gap between rich and poor and increasing poverty. For example, between one-third and one-half of youths aged 15–19 years in Ethiopia, India, Peru and Vietnam migrated at least once between 2009 and 2013 in search of better livelihood opportunities.[40] The economic crisis in Venezuela, most felt by the poor, highlights how economic disparities can lead to cross-border movements of children.

- **Urbanization and the lure of better services**: Key factors driving internal and cross-border migration include opportunities for better quality education in urban areas, and seasonal movement within countries. For example, some 21 per cent of Thai learners indicated access to improved education as their reason for migrating. India is home to the highest number of internal and seasonal migrant children in the world, recorded at an estimated 92.9 million. In Dhaka, Bangladesh, climate change is contributing to urbanization where an estimated 70 per cent of slum-dwellers have fled increasingly frequent environmental shocks in rural areas.

Figure 3. Rapidly increasing caseloads set to grow further

1960

93m – number of migrants worldwide

2010-21

116% – growth of refugee children between 2010 and 2020

281m – number of migrants worldwide in 2020

89.4m – number of forcibly displaced people worldwide (37.5m children) in 2021

2030

670m – children under 14 living in conflict-affected countries

23% – share of world's population living in conflict affected countries in 2030

2050

40% – Share of the world's population below 18 years old will be concentrated across African countries vulnerable to fragility, conflict, and climate change

UNICEF education –
Toward inclusion and learning for CoTM in national education systems

UNICEF and partners have pledged to find solutions for children on the move that will ensure them access to learning opportunities and skills development and open doors to meaningful livelihoods, constructive civic engagement and participation in decision-making processes. Efforts are increasingly focused on supporting the inclusion of children on the move into national education systems – especially those who have been forcibly displaced – in ways that will also benefit host communities and build social cohesion.

Underscoring this commitment and in support of the Global Compact for Refugees (GCR), in December 2019 UNICEF, together with partners, pledged to support the inclusion of refugees into national education systems.[41] This pledge was based on an emerging global consensus that supporting 'parallel education systems' (e.g., such as in refugee camp settings) is a decreasingly feasible solution given the protracted nature of displacement and projections that caseloads of children on the move will increase in the years to come. UNICEF has been working with partners to realize equally important global commitments as laid out in the Global Compact for Migration (GCM).[42] With the support of the Dutch Government and working with the World Bank, the International Finance Corporation (IFC), UNHCR, and ILO, UNICEF has been striving to improve the hosting and protection of refugees in countries in their region of origin under the Global Prospects Programme, which aims to find durable solutions for forcibly displaced populations geared towards inclusion into national systems.[43] More recently, UNICEF has collaborated with

Blueprint for Action –
UNICEF and UNHCR

Piloted across 10 countries that host nearly 18 per cent of refugee children globally, the partnership aims to enroll more than 1 million refugee and host community children into education over a period of two years. Lessons will be used to strengthening inclusion approaches across all refugee hosting countries.

the International Organization for Migration (IOM) to develop technical guidance for the inclusion of migrant children into education systems and programmes and, together with UNHCR, has launched the Blueprint for Action to find solutions at scale for the inclusion of refugee children into national systems.[44]

Recently updated Core Commitments for Children in Humanitarian Situations (CCCs) pledge UNICEF to ensure every child, including those forcibly displaced, has access to quality learning opportunities in safe and protected environments.[45] At country-level, working with partners and governments, UNICEF has leveraged its organizational capacities and field presence to ensure CoTM access to learning, including places where UNICEF is a 'service provider of last resort'. In the context of a global pandemic, that has aggravated risks for CoTM and during 2020, UNICEF supported some 32.6 million children in humanitarian situations with education support. This included 3.1 million CoTM, of which 300,000 were refugees and 2.8 million IDP children and other categories of CoTM.[46] An additional 301 million children were supported by UNICEF with learning continuity measures in response to COVID-19-induced school closures, which included some 1.7 million refugee children.

Figure 4. Number of children CoTM supported by UNICEF programmes in 2020

Unit: million

32.6 Million
Children in humanitarian settings provided with education support by UNICEF

3.1 Million Supported in 2020 were Children on the Move

300,000 children were refugees
2.8 Million comprised of IDPs and others

1.7 MILLION
Refugee children

301 MILLION
Children supported under learning continuity measures in response to Covid-19 school closures

Report focus:
Inclusion and effective learning for CoTM in national education systems

This report has its genesis in efforts to find scalable solutions for the inclusion of CoTM into national education systems and primarily focuses on two categories of CoTM – IDPs and refugee children as, a) they represent particularly marginalized populations and, b) this report aims to identify solutions more applicable to these groups of children, rather than seeking to generalize solutions across all categories of migration. For children forced into years of displacement, education is arguably the best means of transforming their futures. When they are included in national education systems and learn side-by-side with host community children, the economic and social benefits are deeply experienced by all, with increased political stability and social cohesion.

This report contributes to learning agendas as set out in the Dutch-supported Prospects programme and the Blueprint for Action with UNHCR. It explores questions related to enhancing capacities to absorb CoTM into national

education systems; MHPSS and life skills-enhancing learning outcomes; strengthening social cohesion; increasing the employability of learners; and learning of approaches that will increase foundational and transferrable skills. It complements other reports produced by partners issuing 'calls to action', often highlighting persistent challenges and the need for increased education financing from domestic and donor budgets.[47]

This report draws upon the richness of UNICEF programming implemented with governments and local actors to identify lessons learned about removing barriers to inclusion. These can be taken to scale to accelerate the inclusion of children on the move into national education systems. Areas considered include the use of cash transfers for poor households to increase access to education; enhancing skills; teacher capacity development; strengthening data and analytics; reinforcing education systems; the use of digital platforms; and overcoming learning losses created by disruptions to learning.

Section 2 of the report summarizes key lessons learned for removing barriers to inclusion and scaling up solutions, while Section 3 presents a sample of country examples that explore how solutions were applied in practice.

SECTION 2.

Lessons learned to scale up solutions for inclusion into national education systems

Children on the move face multiple barriers to their inclusion into national education systems. These range from government recognition; inclusion in planning and budgeting processes; limited capacities of education systems to support the learning and retention of CoTM; insecurity; financial challenges; and cultural biases or discrimination.[48] Barriers are experienced to varying degrees for different groups based on their status, their gender, and on context-specific factors that need to be addressed concurrently to ensure CoTM access quality learning opportunities. Evidence in this report identifies several promising solutions to overcome those barriers and ensure that CoTM acquire the skills they need to thrive and survive, noting there remain additional solutions for further exploration. These solutions draw upon the country case studies presented in this report and are framed around key lessons organized thematically in relation to different barriers.

1. Risk-informed education sector planning

The exclusion of CoTM is often traced to the limited attention they receive in the education sector strategic plans of member states and the strategies of development actors. While CoTM bridges both humanitarian and development action, it is often relegated to the margins by both humanitarian and development actors. To this end, humanitarian actors regularly fail to prioritize education services as lifesaving. Conversely, development practitioners often allow CoTM education to slip through the cracks because they erroneously view CoTM as an element of humanitarian action only, and humanitarian action is (again, incorrectly) deprioritized. This results in weak (or absent) measures and insufficient budget allocations to support their sustainable inclusion in education to learn needed skills and competencies.

Risk-informed planning is required to identify context-specific barriers to inclusion for CoTM, underpinned by a policy framework that removes legal and administrative barriers to inclusion, particularly for refugee and migrant populations.

Risk-informed education sector planning (and programming) will help to remove multiple contextually relevant educational barriers. CoTM experience multiple barriers concurrently, varying in their depth and severity depending on unique political, social, cultural, historical and legal context as well as on age, gender and other vulnerabilities such as disability. For Syrian refugees in Turkey, South Sudanese refugees in Sudan, migrants in Thailand, and IDPs in Nigeria, the plans of partners and governments apply multiple solutions. These are based on evidence to support teaching and learning strategies in classrooms; expanding infrastructure; addressing trauma of displacement; creating safe learning environments; and building social cohesion with host communities to removing financial barriers at the household level. In Antigua and Barbuda, mapping available resources in schools and the local capacity to host displaced children is reducing potential disruptions to learning due to climate change risks.

Prioritize policies to support inclusion and remove legal and administrative barriers. For refugees in Sudan, migrants in Thailand, and IDPs in Nigeria, legal and administrative barriers to enrolling in host community schools are now greatly reduced or removed entirely. Since 2017 in Turkey, the government has supported more than 700,000 Syrian refugees to integrate into the public school system by removing many legal and administrative barriers. In Sudan, legal measures and official policies guarantee that most refugee children can access host community schools. In Thailand, government policies allow all children, including documented and undocumented migrants, to access education and other essential services.

Focusing on context is more important that status. Observed throughout country examples in this report is that CoTM (whether migrants, IDPs or refugees) face similar barriers in accessing learning. So long as rights to asylum are respected by refugee hosting countries, how CoTM are categorized is often less important than context-specific factors that underpin their exclusion from national education systems. Countries that use risk-informed approaches

Umaema, 8, practices English and Burmese words at a UNICEF supported learning centre in the Rohingya refugee camps in Cox's Bazar, Bangladesh.

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to remove context-specific barriers to education do better than others at accelerating inclusion of CoTM into national education services and minimizing future disruptions to education and learning losses for children.

2. Enabling environment and government capacities

The inclusion of CoTM requires a conducive, enabling environment created through supportive policies and strengthened by the capacities of systems to absorb and retain learners. CoTM are sometimes required to produce birth certificates, residency papers, or learning transcripts, creating barriers to access schools, continued learning at the appropriate age level, or completing exams. Fear of deportation can add further barriers to enrolling in host community schools and to accessing other essential services, especially for refugees and migrants. Even when conducive policies exist, education systems often lack the capacity to collect information on CoTM, their numbers, their location, and their learning needs, thus undermining efforts to develop risk-informed plans and programmes to support inclusion and quality learning.

Strengthening the enabling environment and education system capacities underpins successful and sustainable approaches to including CoTM in national education services.

Reforming guidelines for EMIS can lead to CoTM being accounted for in national data and improve strategies for inclusion in national education systems. In India, government EMIS was strengthened at national and subnational levels ensuring 'invisible' migrant children were counted and leading to the enrollment of previously out-of-school children in Uttar Pradesh. In Thailand, efforts to collect data on migrant children helped refugee and migrant children from Myanmar be included in local schools, while countries such as Turkey are using data to assist refugees to receive cash assistance – providing examples of how sensitivities and protection risks can be managed to support inclusion. These successes spring from a positive enabling environment created by governments, particularly for refugee children where residency and administrative barriers are removed.

National education assessments tools can promote the inclusion of refugee children into the national education system. In Turkey, Sudan, and Kenya assessments are being used to help refugee children transition to host community schools and national education systems. The use of assessments in Turkey, combined with recognition of prior learning, is further supporting inclusion of refugee learners into public schools. However, **formative assessments** have proven more effective in tailoring teaching strategies to support the learning needs of CoTM across most contexts explored in this report. In Uganda and Nigeria, formative assessments through TaRL have led to teaching approaches tailored at the right learning level for students, while in Sudan, formative assessments support refugee children to enroll in appropriate learning pathways, enabling them to transition to the national education system.

Leveraging the accountability and norm-setting role of inter-governmental mechanisms helps to strengthen the enabling environment at national level. For example, the IGAD partnership of Djibouti, Ethiopia, Kenya, Somalia, South Sudan, Sudan, and Uganda is, with national use data, supporting ministries in decision-making to encourage the inclusion of refugees in national education systems

3. Removing financial barriers

Families of CoTM often face economic difficulties and struggle to pay hidden fees for enrolling children in learning (e.g., books, uniforms, administrative fees, etc.). Frequently CoTM supplement household incomes by engaging in seasonal agricultural labor or supporting household work.[49] When they are IDPs in their own countries or are refugee and migrant children, they sometimes find themselves trapped in exploitative job conditions, including forced labour, to support their families, with girls at risk of early marriage.[50] Economic barriers result in sporadic school attendance, lower learning achievements, and higher rates of school dropout for CoTM. With that come negative life-long impacts in terms of well-being, human capital, poverty and inequality, and a higher likelihood of engagement in child labor.

Combined with strategies to address supply-side barriers to improving quality education, removing financial obstructions with cash transfers to households with minimal, but important, conditionalities is effective at supporting the inclusion of CoTM into national systems.

Cash transfers are an important safety net helping children to access education and keep them learning. In countries such as Turkey Jordan and Thailand, survey respondents indicated that cash transfers helped keep their children in school and increased attendance, with parents using the cash transfers to buy food and school supplies. Modalities for receiving cash transfers varied (e.g., conditional cash transfer to households, student scholarships paid to households, bank transfers) but their significant features were predictability and consistency. Conditionalities for receiving assistance are effective due to requirements that tie cash transfers to school attendance and to minimal documentation to prove status/residency. Use of community outreach teams in Turkey has also been important in ensuring compliance with conditions to receive cash assistance but also in strengthening a sense of social inclusion among refugee families.

The success of cash transfer programmes relies on donors for their viability, especially in countries hosting large refugee populations. In several examples listed in this report, donor governments play a critical role in supporting cash assistance schemes for CoTM to access quality education. This is especially true in Turkey, which has carried the greatest responsibility for hosting Syrian refugees. The importance of donor funding in this regard cannot be understated as it has kept refugee hosting countries from being overwhelmed. Donor funding has thus been a tangible and crucial method of 'responsibility sharing' between higher and lower income countries. At the same time as financial benefits accrue for local economies through business and trade generated by refugee, IDP or migrant families, and demographic dividends begin to yield returns for local economies, the capacity of hosting governments to finance support for CoTM to receive similar assistance will increase.

4. Removing linguistic barriers to inclusion and learning

Language is often a learning barrier where classroom instruction does not take place in a child's mother tongue. This is often compounded for IDPs who may be required to learn in the language of other ethnic groups from within their own country, or for refugee children hosted in neighboring countries that use languages different to their own. Language of instruction can become contested when associated with identity politics; social and political inequities within conflict-affected and fragile settings where political authority may be contested; or when parents expect children to learn a dominant language for reasons of social mobility and access to economic opportunities.

Effective strategies are being utilized to overcome linguistic barriers to inclusion for CoTM in ways that promote learning and inclusion and build social cohesion.

Refugee schools and migrant learning centers catering to language needs of CoTM are a bridge to integration in host community schools and promote learning. In Sudan, refugee-hosting schools with teachers recruited from the refugee population have been established to help South Sudanese and non-Arab speaking refugees integrate into the national system and engage with host communities. In Thailand, native Burmese migrants are hired in MLCs to assist in teaching Burmese children in their mother tongue. Teaching in mother tongue has allowed students to learn more quickly, acquire skills, and transition to national public school. This is often complemented with specialized classes for refugees, to help learners become proficient in the host country's language, as in the case of Turkey and Uganda's TaRL programme. In Uganda, teaching lessons in the learners' mother tongue for the first 45 days before transitioning to English is part of the national education system through TaRL. These approaches yield multiple benefits by addressing the learning needs of CoTM while creating possibilities for transition to public school and improving social cohesion between refugee or migrant communities and host communities.

Programmes which provide learning materials in mother tongue are more successful in achieving learning outcomes for CoTM. Whether it is Turkey, Somalia, or Nigeria, the provision of textbooks and other learning materials in mother tongue has improved learning outcomes and inclusion into national education systems. In Uganda's TaRL programme, learning materials and assessment tools have been developed in four local languages – and two languages are commonly spoken among refugees in western Uganda. Nigeria's TaRL similarly supports IDPs learning in mother tongue at early grade levels, progressively becoming proficient in English at higher grade levels. These examples highlight how social and political tensions around language of instruction can be overcome to promote learning and inclusion.

5. Addressing the growing digital divide with multiple learning continuity solutions

The COVID-19 global pandemic has highlighted barriers CoTM experience in accessing digital learning solutions – also experienced by children from poorer households in low-income settings.[51] Forcibly displaced children are among those with the lowest access to electricity, modern communication technologies, and finances to access digital solutions. For example, UNHCR notes that refugee children are 50 per cent less likely to have access to internet-enabled phones than other groups in countries of asylum.[52]

The pandemic has taught us that digital and home-based learning solutions, when designed to accommodate socio-economic barriers and challenges of children's isolation, can expand access to quality learning. The use of digital platforms (both on and offline), radio and television, and community-centered approaches needs to be augmented to promote learning continuity for CoTM and to strengthen the resilience of education systems in relation to conflict, climate change and displacement.

Successful programmes use a combination of physical, virtual, and technology-assisted learning solutions to reach the most marginalized CoTM. Jordan's Learning Bridges programme uses high-tech and low-tech strategies to support refugee children's access to weekly curriculum linked activities in printed format, supplemented with access to online learning resources via QR codes. Content was zero rated on the government's DARSAK online learning platform, with refugees provided with 10GB data monthly for learning support. Burkina Faso's use of radio to connect IDP students to learning demonstrates the importance of utilizing technologies that can be accessed by learners in various socio-economic conditions to bridge the digital divide.

Remote learning modalities must meet the demands of the local community. In Uganda, printed learning packages and online resources offered through the MoES website and the *Kolibri* platform enable education continuity for millions of students, including CoTM, who face exclusion from education due to COVID-19. In Bangladesh, caregiver-led learning at home, radio programming, support to host community schools and piloting a new curriculum for Rohingya learners are key pillars of the education response for nearly 200,000 young students aged 4–14 years.

6. Recruitment and training of teachers to support learning and retention for CoTM

A common challenge faced by many countries in supporting CoTM to access quality learning opportunities is a low supply of qualified teachers with an understanding of inclusion, cultural diversity, language of instruction, and pedagogy. This is made worse by barriers to recruit teachers from IDP or refugee communities. As a result, children often lack adequate support to acquire literacy, numeracy, and transferrable skills and in some cases, to continue their learning.

Strategies that support the inclusion of CoTM include teacher capacity development for language of instruction, cultural and gender sensitivity, and supporting learning continuity measures.

Recruitment and training of teachers from refugee and IDP populations helps with the inclusion of CoTM and should be reflected in the teacher training and recruitment strategies of refugee-hosting countries and for IDP-hosting communities. In Sudan's national education system, the coupling of volunteer refugee

teachers with MoE-appointed teachers helps refugee students transition into Sudan's national education system. Refugee teachers speak the language of refugee students and share linguistic and cultural commonalities that make learning the national curriculum easier. Teachers from IDP populations, such as Burkina Faso's female coaches, enable IDP and migrant children to connect with an educational community and grow into the local education environment.

Regular and practical in-class teacher training to strengthen teaching pedagogy rapidly improves teacher capacities to promote student learning. In Nigeria, successes of the TaRL program highlight that through practical teacher training, quick wins can be achieved with improved teaching quality and literacy learning outcomes for children.

Female coaching and leadership help to overcome gender disparities for girls in migrant, IDP and refugee education settings. In Burkina Faso, for example, a key factor contributing to success with IDP girls' education is the use of female coaches at the community level, supporting learning through radio-based programming. These locally recruited coaches are themselves often IDPs and are able to communicate with girls on key issues to overcome cultural and language barriers.

Teacher training about climate and other hazards to education helps to reduce disruptions to learning and strengthens the capacity of schools to enroll displaced children. For example, in Antigua and Barbuda, teachers learn to conduct hazard and risk assessments, and to develop school contingency plans by mapping vulnerabilities to the impacts of climate change and capacities to respond to the potential environmental disasters giving rise to migrant and IDP populations.

7. Improving capacities to absorb CoTM by expanding safe learning facilities

CoTM experience obstacles in accessing education facilities that are child, disability and gender-sensitive and which provide safe, non-violent, inclusive, and effective learning environments.[53] In contexts of displacement in particular, school infrastructure has been destroyed or damaged, few suitable temporary learning facilities are in place, or classroom space is not available to absorb CoTM. Classrooms can be overcrowded, with insufficient numbers of qualified teachers, a lack learning resources and materials, a lack clean water and safe hygiene facilities, or

limited electricity and access to digital networks. Travelling to schools also exposes CoTM to risks of attack or abuse, especially in areas where security remains problematic. Once in school, they can be exposed to violence and bullying made worse by discrimination and xenophobia, with girls particularly exposed to risks of SGBV.

Inclusion of CoTM requires investment to expand safe learning facilities that are gender and disability-sensitive and which provide effective learning environments.

Constructing physical learning spaces with appropriate amenities ensures that CoTM will access quality education opportunities and remain in school and learning. Whether new schools, expanding classrooms in existing schools, or building other types of learning spaces, the increased capacity of education systems to host CoTM translates into benefits for marginalized host community children, yielding dividends for everyone. For example, in Sudan the construction of schools catering specifically to the needs of refugee children, expanding classroom capacities, and distributing learning materials is increasing access to education for all children.

Infrastructure solutions that include gender-sensitive WASH facilities and address the menstrual health needs of girls are universally relevant and should be included in all school expansion activities to keep female CoTM in education and learning. Gender-sensitive approaches feature in virtually every country example listed in this report. In Somalia, the UNICEF-supported Alternative Basic Education (ABE) programme has constructed 198 gender-sensitive sanitation facilities to ensure girls from IDP and pastoralist communities are able to access learning opportunities. In Thailand, migrant learning centers (MLCS) distribute gender-sensitive WASH materials to engage girls to enroll and keep them learning.

Preventing and responding to GBV and SEA should feature in all education responses for CoTM. For example, in the Democratic Republic of the Congo, the Ministry of Education has implemented several inclusive gender-responsive education projects targeting refugee and displaced girls. In South Sudan, UNICEF is working with the Ministry of Education on the creation of continuous training for teachers on life skills and school safety to address sexual exploitation and abuse (SEA) of children – including children who are internally displaced by teachers and educational personnel in UNICEF-supported schools.

8. Accelerated and remedial learning solutions

Disruptions to learning can lead to potentially devasting education losses for CoTM. School closures during the COVID-19 pandemic highlight the importance of addressing these risks for learners globally.[54] Key challenges to overcome learning losses for CoTM spring from teachers without training; a lack of resources tailoring learning strategies to learner needs; a curriculum not adapted to focus on learning priorities; and negative views among communities about remedial learning itself.

Remedial learning and catch-up education strategies to overcome learning losses during the COVID-19 pandemic (such as focused learning, tailored strategies addressing learner needs, extended instruction time, etc.), should be applied equally for CoTM and host community children. Moreover, these strategies should become a mainstay of support for CoTM given the disruptions to learning they experience during periods of displacement and migration.[55]

Formative assessment tools play a crucial role in supporting learning across multiple contexts for CoTM. In Nigeria and Uganda TaRL has tailored education for CoTM to improve children's learning and retention, while in Sudan, formative assessments are used to get children back on track with learning. In Palestine, these are used to tailor remedial education programming to overcome children's learning losses due to conflict and school closures.

Remedial programmes that take a targeted approach to develop core learning competencies that are focused on literacy and numeracy yield tremendous gains for getting children back on track with learning. For example, in Palestine, remedial education programmes in Gaza targeted children at primary school level, focusing on recovering learning losses experienced during the pandemic and the recent escalation of violence with Israel during May 2021, helping affected children return to learning.

Increasing accountability to affected populations, while a commitment made by all humanitarian actors, when done effectively yields strong gains with improving learning outcomes for CoTM. Across several country examples in this report, measures to increase community participation in remedial learning strategies increased accountability to affected populations. In turn, that improved learning outcomes for CoTM. For example, in Somalia's ABE programme, community leaders and parents engaged with teachers to increase oversight and better support children. In Palestine, parents and caregivers were engaged in remedial learning activities for children through in-person meetings and social media. WhatsApp groups were used to engage parents and as a means of regularly monitoring activities and providing feedback to teachers.

9. Inclusion via enhancing employability and the earning potential of CoTM

Gaining employment is regarded as a key marker of inclusion into host communities or countries of asylum for displaced and migrant communities,[56] though their opportunities vary greatly depending on context and status. For example, IDPs often have fewer public and private sector employment opportunities compared to refugees in higher income countries. Common to all, however, is that from early learning through to basic education, acquiring foundational literacy, numeracy, and transferrable skills are the bedrock of sustainable employment outcomes.[57] For example, for refugees in Germany, language skills (speaking, reading, and writing) were associated with a 19-percentage point higher probability of employment.[58] In this regard, CoTM below the age of 18 face several barriers to increasing their employability including accessing quality education (e.g., economic, language, teaching, etc.) and weak alignment between curriculum content and labor market demands.[59]

Recognition of previous learning and entry into new education systems at the right level pose difficulties which, if not addressed, can result in years lost in the workforce or, at worst, school dropout.

CoTM in basic education, and young people generally, will struggle to earn at later stages of life if they do not learn. Therefore, everything should support the acquisition of foundational literacy and numeracy skills, together with transferrable skills, which will lay the foundation for today's learners to succeed in the changing world of work.

Aligning curriculum and skills acquisition to employment opportunities. Though the *Ishaka* programme that builds marketable skills for young people through integrated curriculum, countries like Burundi demonstrate effective methods for aligning learning content to labor market opportunities for older adolescents and young people while retaining a focus on building foundational and transferrable skills among younger learners. In Uganda, the Skills for Life programme is a learning-to-earning programme aimed at enhancing students' foundational numeracy and literacy skills to aid in their transition from school into the workforce.

Participation of adolescents is yielding benefits for aligning learning opportunities with the aspirations of young people. Burundi has made student-led vocational groups and skills development a focus of youth-led programmes through which students guide each other in transitioning from classroom skills to earning skills. Led by young people themselves through face-to-face mentoring and exploration of available working opportunities, these programmes are equipping young people to also take leadership roles in their communities and build social cohesion across different groups of their peers.

10. Addressing MHPSS needs of CoTM, caregivers and teachers

Mental health and trauma can be a particularly troubling obstacle for CoTM and displaced communities (including caregivers and teachers) because their experiences of war are compounded by displacement and stressors during periods of migration. Stressors and traumatic events can overwhelm their coping abilities and resilience, negatively affecting their learning and ability to constructively engage with their peers and wider community. These challenges have increased due to reduced access to learning during the COVID-19 pandemic leading to isolation and loss of healthy social interaction with peers in many settings.

Supporting the MHPSS needs of CoTM is critical due to their experiences of trauma and stress related to migration, compounded by the global pandemic. Evidence shows that education strategies supporting the mental health and well-being of CoTM improve learning and the acquisition of transferrable skills needed to reach their full potential while reducing risks of violence and exploitation.

Teachers need training to respond to the MHPSS needs of CoTM. To address limited access to mental health services for children locally, the Ministry of Education in the DRC provides gender-based violence and safety training for teachers and psychosocial support for refugee and displaced students. In Palestine, following the escalation of hostilities in May/June 2021, UNICEF-supported EiE responses included psychological first aid training (PFA) for teachers to address the mental health needs of children affected by conflict and feelings of isolation due to school closures because of COVID-19. In Azerbaijan, a nine-month programme trained 3,000 schoolteachers and 300 school psychologists in PFA, each of whom guided young learners on basic life skills that included coping strategies for trauma and stress.

Addressing the mental health needs of teachers and caregivers is as important as addressing the MHPSS needs of CoTM. Strategies to support teachers (and caregivers) are key components of supporting children who are often suffering trauma and stress due to experiences of displacement. In Turkey, Greece and in the Democratic Republic of the Congo, teachers, community leaders and caregivers are provided with the psychosocial support needed to best address the needs of refugee and displaced students.

11. Overcoming discrimination and exclusion by building social cohesion

CoTM can experience discrimination, bias and xenophobia based on their religion, race, gender, ethnicity, or social status – trends that have increased during the global pandemic. For example, a review of 34 studies of refugee learning found that learners face risks including stereotyping and low expectations by teachers, bullying, and discrimination by staff or peers.[60] This undermines social cohesion with host communities and creates new conflict drivers that threaten peace and security and increase the fragility of countries already facing a myriad of development, economic, security or political challenges.

Strategies that build social cohesion help to overcome discrimination and bias against CoTM and support their inclusion and retention in education and learning locally.

National education systems should hire refugees and IDPs as teachers for their communities. Examples from Turkey, Sudan and Jordan demonstrate how recruitment of teachers and school support staff can be used to improve relationships between refugee and host community children while overcoming bias and discrimination. In Jordan, Syrian volunteers were recruited to support Jordanian teachers in the delivery of the Nashatati sessions inside the school which helped build social cohesion between refugee and host community.

Focusing on building tolerance, communication skills and diversity in and around schools helps CoTM transition into local communities and strengthens social cohesion. In Jordan, peacebuilding and social cohesion are integrated into the curriculum and this, coupled with community-based approaches promoting interactions with host communities has addressed tensions between refugee and host communities. In countries such as Turkey the use of sport, recreation, art and storytelling have led to positive results in building a safer and more inclusive environment for CoTM. In Iraq, UNICEF and the Ministry of Education partnered with Big Bad Boo Productions, through a Life Skills and Civic Education Programme (the 1001 Nights series), which uses cartoons and activities to teach children life skills, build shared values and friendships with host community children, and provides emotional well-being support for displaced and other children throughout Iraq.

Jordan
52,154 Refugees

UNICEF and the Ministry of Education (MoE) implemented Learning Bridges, a national blended learning programme enabled an estimated 52,154 refugee students in Grades 4 to 9 to continue to learn.

Lebanon
4,362

The Non-Formal Education (NFE), only Learning Passport reached an estimated 4,362 children, youth and caregivers across six governorates in Lebanon during the pilot phase and is now being scaled up to reach up to 100,000 learners.

Iraq
50,000 Refugees

The 1001 Nights Life Skills and Civic Education programme is currently in 201 schools serving an estimated 50,000 refugee and returnee children (45% girls) and some 1,667 teachers being trained to deliver civic education.

Greece
20,000 Refugees

Provision of accelerated learning materials and teachers receiving training to overcome language and cultural barriers to support 20,000 refugee children integrate to public schools and continue learning.

Azerbaijan
1,300 CoTM

The Learning Recovery Support Project in six districts assist over 1,300 schoolchildren overcome learning losses as a result of the combined effects of conflict and school closure dure COVID-19.

Turkey
770,000 Refugees

The use of restricted Conditional Cash Transfer for Education (CCTE), together with interventions addressing supply-side barriers, is supporting 700,000 refugee children enrolled in public schools since 2017.

India
24,297 CoTM

Use of data to strengthen the Muskaan project in six districts to create child-friendly schools and enrol 24,297 out-of-school migrant children, with a 35% increase in migrant student attendance.

State of Palestine
5,000

Some 5,000 children from Grades 1-4 are sustained by remedial learning and mental health and psychosocial support services (MHPSS) to recover learning losses experienced by COVID-19 school closures and an escalation of violence in May 2021.

Burkina Faso
485,000 IDP

Radio and home-based learning solutions implemented in response to widespread school closures during the pandemic to support 485,000 IDPs (52% girls) with access to inclusive distance/home-based learning opportunities.

Nigeria
1.4 Million IDP

TaRL was succesfully piloted in Maiduguri, Borno State, as a co-curricular remedial learning intervention, using instruction in mother tounge to support learning for IDP and conflict-affected children. In collaboration with the Government, a costed implementation plan has been prepared to improve learning for millions of IDP in the country.

Colombia
90,281 Refugees, CoTM

The Learning Circles and The Village programmes are supporting some 90,281 learners from refugee, migrant and host sommunities catch up on lost learning due to displacement and migration.

Sudan
5,372 Refugees

Use of formal and non-formal pathways to enrol 20,010 children and adolescents (51% girls) from refugee and host communities into formal and non-formal education, including 5,372 South Sudanese refugee students.

Bangladesh
233,894

In Cox's Bazar, following learning disruptions due to COVID-19, the caregiver-led education programme has enrolled 190,663 Rohingya children (48 % girls) in community-led learning activities. As of December 2021, more than 233,800 Rohingya (111,802 girls) have been provided with access to education.

Thailand
8,500 Migrants

Migrant Learning Centers with adaptive teaching and learning methods are being used to overcome language and cultural barriers and ansure learning continuity in Thailand's Tak province supporting almost 8,500 migrant boys and girls.

DRC
28,645 IDP

28,645 displaced and host community girls in the Kwilu and Tanganyika provinces benefited from inclusive, gender-responsive formal and non-formal education programmes, focused on enrollment and retention as part of the Back-to-School Better Project.

Burundi
2,600 IDP, Refugees

The Ishaka Adolescent Vocational Skills Development Programme is being delivered through 2,600 youth-led solidarity groups supporting refugee returnees and IDPs acquire key skills and employment opportunites.

Uganda
9,995 Refugees

TaRL is being implemented in 46 schools in refugee hosting districts (including 28 schools in refugee settlements) helping 6,295 refugee and host-community children improve literacy skills, with support also provided for the Kolibri digital platform to deliver distance learning opportunities for 3,700 boys and girls in refugee and host communities.

Somalia
20,248 IDP

The Alternative Basic Education (ABE) enrolled 20,248 children (43% girls) from IDP and pastoralist groups. 937 students (43% girls) graduated from the four-year ABE cycle in 2020 and transitioned into formal secondary schools.

SCALABLE EDUCATION SOLUTIONS FOR CoTM

SECTION 3.

Country case studies

Section 3 provides country-level examples of solutions implemented to address barriers to the inclusion of CoTM into national education systems. The examples speak to strategies applied to overcome context-specific obstacles experienced differently by refugees, IDPs and migrant children. These identify globally-relevant lessons that can be used to accelerate solutions at scale.

Uganda –
Keeping refugee children in school and learning via blended high-tech and low-tech learning solutions

Kolibri is an offline learning platform making resources available to students and teachers in areas where education tools are limited such as in refugee camps and refugee hosting communities. Following COVID-19 school closures that affected the learning of more than 15 million pre- and post-secondary students, Uganda's Ministry of Education website featured the UNICEF-supported *Kolibri* learning platform hosted by the National IT Authority. UNICEF piloted *Kolibri* in 12 youth ICT centers in refugee settlements and then piloted with UNHCR to reach 12 secondary schools and three community technology access centers in refugee hosting communities. Currently, UNICEF is working to implement the platform in existing computer labs in 1,200 public secondary schools. In total, *Kolibri* has enabled distance learning for 2.5 million girls and boys including 3,7000 refugees and host communities in collaboration with the UNHCR.

For students like Denis Taban Leju who lives in Moyo – a refugee hosting district in Uganda – *Kolibri* is an educational lifeline.

Students like Denis are calling on implementing partners, the Ugandan Government, and other stakeholders to support improved internet connectivity in rural areas like the Moyo district, thereby providing more equitable forms of digital technology in Uganda.

Lebanon –
Inclusion of refugee learners via non-formal learning pathways and digital technologies

Lebanon hosts approximately 1.5 million registered Syrian refugees and is currently enduring a crippling socio-economic crisis, labelled by The World Bank as one of the worst economic crises in the past 150 years. In this context, UNICEF is supporting vulnerable Lebanese and refugee children and youth to access remote digital learning opportunities with the Learning Passport (LP) through the Ministry of Education and Higher Education (MEHE) TVET Directorate, and non-formal education (NFE) programmes in collaboration with NGO partners. The LP is a global partnership between UNICEF and Microsoft geared to address challenges faced by more than 30 million children and youth in accessing continued, quality education due to educational disruptions caused by crisis and displacement. The Lebanon LP conducted a 12-week summer pilot which concluded in August 2021 after successfully reaching an estimated 4,362 children, youth, and caregivers across six of seven governorates in the country. The LP platform is now being escalated in Lebanon so that by the end of 2022, it will reach 70,000 to 100,000 new users using formal and non-formal learning activities.

'I had lost hope and didn't know how I was going to resume my education, but because you can access this platform, even in my area where the internet connectivity is very poor, I was able to continue learning.'

Bangladesh's Cox's Bazar – Overcoming digital divides for CoTM through community-driven learning measures for refugee and host-community children

By the end of 2017 more than 700,000 Rohingyas had fled neighboring Myanmar due to protracted violence and as of December 2021, They have joined the more than 200,000 Rohingya refugees who left Myanmar years before to live in Cox's Bazar – one of the most impoverished districts of Bangladesh. Currently Cox's Bazar houses 918,800 Rohingyas, more than 477,000 of whom are school-aged children spread across 34 camps. Rohingya refugees face administrative barriers related to legal status in Bangladesh affecting their ability to access essential services such as education beyond the refugee camps in Cox's Bazar district. UNICEF's work with various UN agencies, as well as education sector partners within Cox's Bazar, has led to the provision of services, including education, within the refugee hosting community and camps. To solve this, UNICEF Bangladesh boosted the construction of learning centers to accommodate the rising influx of Rohingya children and to support the most affected and disadvantaged host community children while also focusing on improving the quality of learning.

Prior to the outbreak of COVID-19, UNICEF and its local NGO partners provided education opportunities for 70 per cent of Rohingya children aged 4–14 years, or 230,000 children (110,400 girls). The March 2020 closures of schools and learning centers in Rohingya camps and host communities forced educators to find alternative solutions for more than 350,000 (168,000 girls) Rohingya and 745,000 (365,000 girls) Bangladeshi children in host communities whose learning was disrupted.

While distance learning opportunities using digital learning platforms were introduced, many vulnerable refugees and host community children were unable to access remote learning modalities equally due to a lack of electricity and restricted access to internet connectivity and devices, including radios. To minimize learning loss, UNICEF and partners continued to support caregiver-led education (CLE) in Rohingya refugee camps while schools and learning centers were closed. As part of CLE, by January 2021, 435,348 workbooks had been distributed, enabling 190,663 Rohingya children (91,518 girls) to engage in learning activities at home. An alternative

Girls outside their 'Musiqati' class in a UNICEF Makani Centre in Azraq Refugee Camp. UNICEF's new musical therapy programme in Azraq Refugee Camp is helping children to heal and teaching them how to express their feelings.

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for distance learning was through radio programming, reaching 57,603 children (28,433 girls) including 536 children with disabilities and their caregivers. From January 2020 to December 2021, UNICEF Bangladesh's work with partners in Cox's Bazar provided 233,894 children (111,802 girls and 2,316 children with disabilities) access to formal or non-formal education, including early learning.

Jordan –
Inclusion of refugee children into national learning recovery strategies

In Jordan, more than 140,000 Syrian refugees and 50,000 non-Syrian refugees are enrolled in public schools in refugee camps and host communities. Schools in Jordan were fully or partially closed due to COVID-19 from March 2020 to September 2021 with children losing 323 days of in-person learning. Vulnerable children, including refugees, are most impacted by school closures with emerging data showing declines in early grade literacy

and numeracy as well as an increase in child marriage and child labor, particularly among the Syrian population.

The result of COVID-19 school closures across the world has led to countries reviewing their educational offer, with a greater emphasis on blended learning. To enable refugees in Jordan to continue to engage with education during school closures, UNICEF supported their Ministry of Education to design interventions to support remote learning. Since May 2020, UNICEF has provided 25,000 students in refugee camps and 1,672 teachers with free, monthly data to support access to *Darsak*, the government's digital learning platform, and other online learning resources. UNICEF also directly reached more than 60,000 children (48.7 per cent Syrian) with remote learning support services during the pandemic in 140 *Makani* centers, educational spaces providing comprehensive and integrated services created for vulnerable refugee children in host communities, refugee camps and informal temporary settlements.

The MoE, with UNICEF support, also launched Learning Bridges in September 2020, a national blended learning programme linking printed materials with online resources to provide weekly activities based on core

curricula. This has enabled almost half a million children to continue to learn, in over 70 per cent of schools in the host community and in all refugee camp schools. This innovative approach links textbooks and technology, school and home, and subject knowledge with applied learning. Every child in Grades 4–9 receives an A3 printed activity weekly with guidance for parental support. Every activity pack has its own QR code linking to an online resource with audio content and extra resources. For the 2021/2022 academic school year, teachers will continue to use the Learning Bridges programme as a 'scaffolded' resource to enable children to catch up on lost learning, inclusive of refugee children in Jordan.

UNICEF also developed a series of videos and social media messages to encourage parents to support their children's learning with follow-up assistance from Syrian volunteers provided to refugee parents. To accelerate learning recovery, UNICEF designed a National Diagnostic Assessment to be implemented across all 4,000 public schools, including refugee camps and the host community. The assessment will provide the MOE with its first national results across all grades to analyze lost learning and provide teachers with an understanding of how to use the results to support children's learning.

Colombia –
MHPSS and the well-being of refugee and IDP students, their parents and caregivers

Colombia hosts 30 per cent of the refugees and migrants from the Bolivarian Republic of Venezuela. UNICEF supports the Ministry of Education to help refugee and migrant children bridge the school system while addressing their mental health and psychosocial needs. The 'Learning Circles' and 'The Village' are flagship education programmes supporting migrants and refugee children to catch up on learning they might have missed due to displacement and migration. The curriculum and the engaging, colorful and playful pedagogical materials used to address children's learning needs are designed to promote learning and empathy, conflict resolution, decision-making, and emotional self-regulation. During COVID-19 in 2020, UNICEF modified both programmes for distance learning, reaching 90,000 learners and 4,400 teachers.

The UNICEF-supported Learning Circles programme increased access and retention among refugees, migrants and learners from host communities and improved their self-esteem and social skills. It has reached 2,614 learners (1,281 girls) and more than 190 teachers (158 women), while The Village programme has reached 87,667 learners from refugee, migrant and host communities, and UNICEF has provided 112,054 books for teachers and learners.

Personalized attention from tutors and small group sizes have been critical elements of success, along with the provision of school meals and flexibility regarding uniforms, class schedules and school calendars. Enrolling both nationalities (Colombian and Venezuelan children) within the Learning Circles has been key in avoiding xenophobia.

UNICEF has been expanding The Village programme to become the core pedagogical strategy for school reopening among refugee learners, aiming to reach 3,500 teachers (2,100 women) and more than 100,000 children.

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Azerbaijan – Mental health and psychosocial support for IDP children in conflict-affected areas

The protracted Nagorno-Karabakh conflict resulted in the internal displacement of 650,000 Azerbaijanians between 1988 and 1994. Further conflict in the region from September to November 2020 led to an additional 112,000 internally displaced people across Azerbaijan. Lingering conflict and the COVID-19 pandemic has caused children to become internally displaced, affecting their mental health and well-being with many isolated from supportive relationships with their peers and teachers.

UNICEF cooperated with the Ministry of Education and, with financial support from UK AID Direct, developed a school-based mental health and psychosocial support project implemented in nine conflict-affected regions from January to May 2021. The programme trained 3,000 schoolteachers in social and emotional skills and 329 school psychologists in psychological first aid to assist students, families, school personnel, and school partners in the immediate aftermath of a crisis during emergencies. UNICEF, in partnership with the MoE, piloted a basic life skills programme in three school districts deeply affected by the conflict and helping more than 2,300 adolescent boys and girls better cope with stress and psychological pressures. One thousand parents living in conflict-affected areas attended separate, online awareness-raising sessions on children's MHPSS needs. In September 2021, UNICEF started the second phase of the school-based MHPSS project, focusing on strengthening the capacity of an additional 2,000 schoolteachers and 200 school psychologists. The Norway Ministry of Foreign Affairs is funding this phase of the project until April 2022.

In 2021, UNICEF and the MoE launched a Learning Recovery Support Project in six districts to assist more than 1,300 schoolchildren overcome the learning losses they had experienced due to the combined effects of conflict and COVID-19 school closures. This initiative focused on catch-up/ remedial learning classes for IDP

children and professional development for 75 teachers focussed on pedagogical approaches to support children's learning recovery needs.

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Palestine –
Keeping IDP and refugee children in school with MHPSS

At the height of the hostilities in May 2021, more than 113,000 people were displaced in the Gaza strip. The escalation in violence doubled the number of IDPs in Gaza and compounded the education crisis where effects of the COVID-19 pandemic placed some 18,000 children (52 per cent girls) at risk of dropping out of school. In response UNICEF provided technical assistance to the Ministry of Education (MoE) and collaborated with established local partners to provide mental health and psychosocial support services (MHPSS) to children experiencing trauma and remedial education to 5,000 children in Grades 1–4. These measures were rapidly deployed to get children back on track with their learning and to ensure they stayed in school following the reopening of facilities in August 2021.

Nigeria – Enhancing teacher capacities to support IDP children learn at the right level

Nigeria's north-eastern Borno State has faced continuous attacks against education from insurgent groups – most notably Boko Haram. The north-east's ongoing crises have resulted in more than 1.2 million internally displaced persons – more than half school-aged children. This has impacted the number of out-of-school children in the north-eastern state with 1.7 million children of the 3.9 million school-aged population out-of-school, 650,000 of these in Borno State alone. To improve educational outcomes for IDP and conflict-affected children, UNICEF partnered with the former DFID-North East Nigeria Transition to Development Programme. In collaboration with **Teaching at the Right Level (TaRL)** Africa, they piloted an innovative remedial learning programme addressing the learning barriers faced by children in achieving literacy and numeracy proficiency. The TaRL pilot was first launched in Maiduguri, Borno State, as a co-curricular remedial learning intervention using mother tongue instructional approaches to support learning based on children's existing competency levels.

The TaRL programme was designed for use in both formal schools and integrated Quranic schools for students from Grades 4–6 and led to significant gains in literacy levels among learners. The 68 per cent of students who could not read letters was reduced by 51 percentage points, to 17 per cent. The baseline of 14 per cent of children in Grades 4–6 who could read a paragraph of four lines in the Hausa local language increased by 31 percentage points to 45 per cent. In arithmetic, the baseline of 11 per cent who were proficient in subtraction increased by 48 percentage points to 59 per cent.

The lessons of the pilot are now being used to accelerate learning results for children at scale across conflict-affected regions in north-eastern parts of the country. Key among these include a focus on practical in-class teacher capacity development including the use of formative assessments to tailor teaching strategies for learners facilitated by teacher mentors and regularly monitored. Maximizing the use of learning spaces to manage pupil-teacher ratios; the use of contextualized learning materials based on learners'

mother tongue; outcome-based monitoring feeding into regular progress assessments for the iterative review; and improved delivery methods in classrooms and teacher training are other strategies.

In collaboration with the Government of Nigeria and development partners UNICEF is developing a costed expansion strategy for **Foundational Literacy and Numeracy (FLN)** that systematically addresses root causes of the learning crisis for the millions of IDP children in the country. These efforts will include contextualizing global public goods developed by UNICEF to recover learning losses in relation to literacy and numeracy because of the COVID-19 pandemic.

Uganda – TaRL for refugee children and mother tongue instruction

UNICEF, together with a partner and the Ministry of Education and Sports (MoES), began implementing TaRL in 46 schools in T3 refugee hosting districts (including 28 schools in refugee settlements), reaching 6,295 refugee and host-community adolescents. Due to prolonged COVID-19 school closures, the initiative will adopt a community-based model to implement TaRL and strengthen teacher capacities in the use of child-focused pedagogy and mother-tongue instruction ─ especially at early grade levels – to improve learning outcomes for both host community and refugee children.

Children's lessons are conducted in the learners' mother tongue for the first 45 days before transitioning to English. TaRL materials and assessment tools have been developed in four local languages – two Ugandan host languages (Lugbarati and Runyankore/Rukiga) and two languages commonly spoken among refugees in western Uganda (Kinyarwanda and Kiswahili). Efforts are underway to develop more local language materials, specifically in languages spoken by South Sudanese refugees in the West Nile region. At the outset, TaRL assessments are used to gauge the level of proficiency of learners in both their mother tongue and English, with teaching strategies then delivered based on the level of proficiency. Assessments are being further developed using additional languages to support even more refugees to begin their learning at the right level.

Teachers, facilitators and mentors are Ugandan nationals selected to participate in TaRL based on their language competency to ensure linguistic diversity. It is common that teachers working in refugee settlement areas speak

the local languages and will provide instruction in the learners' mother tongue.

Once schools re-open the programme will expand to 180 schools across the three target districts.

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Greece –
Supporting integration in national schools with a focus on learning

Currently, there are around 20,000 refugee children in Greece, mostly from Syria and Afghanistan. Based on Greek law, children must be included in the public school system three months following their arrival, with refugee children automatically enrolled in grade levels based on their age. To overcome their learning barriers, adolescent students are provided with accelerated learning materials in a simplified language to address learning gaps and teachers receive training to overcome language and cultural barriers experienced by children. Homework and Creative Activities Centers are also set up across the country to prepare and support refugees to be successfully integrated into national schools.

Thailand – Language of instruction as an educational tool for inclusion of migrant children

As recently as 2019 there were between 300,000 to 400,000 migrant children residing in Thailand,[61] including many from Myanmar. By 2021, almost 170,000 migrant children were enrolled in public schools, migrant learning centers (MLCs) or non-formal education programmes prior to the global pandemic as part of a larger, progressive education policy.[62] These inclusive policies are unique and only found within the country's education sector, enabling all children, including undocumented and documented migrant children, to access 15 years of free education.

While fewer than 20,000 migrant children are enrolled in MLCs, they are the hardest to reach and face the greatest barriers in accessing quality learning. Migrant children's parents often prefer MLCs over public schools because of lower costs associated with transportation, the local accessibility and in particular, the use of community-based strategies to overcome language and cultural barriers for their children to access quality learning opportunities. Support provided by UNESCO and UNICEF, among other partners, to MLCs in Tak province, bordering Myanmar, typify how education barriers for migrant Myanmar children have been overcome using adapted community-based strategies.

In response to the COVID-19 pandemic, these strategies were adapted in places like Tak where almost 8,500 boys and girls are now enrolled in 63 MLCs and have been engaged in blended home-based learning (HBL) with adaptive teaching and learning methods to ensure learning continuity. MLCs have used a variety of learning approaches including the use of multi-grade learning in groups; in-person learning with a teacher; online learning; and having teachers print learning materials and drop them off for children in their communities. These inclusive strategies include the use of mother tongue as a mode of instruction for migrant children and flexible recruitment of local teachers who speak the languages of migrant children and who can play a bridging role.

Sudan – Increasing refugee access to host community schools and national curriculum

Sudan – a PROSPECTS programme country where strengthening refugee inclusion into the national education system is one of its main components – hosts an estimated 784,860 South Sudanese refugees of whom 338,000 are primary school and secondary age children. Currently, there are 17,278 South Sudanese refugee children enrolled in public and private schools and 40,316 enrolled in alternative schools catering to refugee children. The alternative schools are designed to address linguistic and cultural barriers faced by South Sudanese children and are a bridge for refugee children to transition into Sudan's national education system.

The Prospects Programme is a global partnership between several UN agencies and member states, supported by the Government of the Kingdom of the Netherlands. UN agencies include UNICEF, UNHCR, ILO, IFC and the World Bank. The initiative works to leverage the comparative strengths of partners to find solutions for forcibly displaced people and their host communities by strengthening social cohesion, promoting socio-economic inclusion, improving access to education and protecting and strengthening the resilience of host communities.

Education outcomes in the East Darfur and West Kordofan regions include providing 14,638 children and adolescents (7,612 girls) from refugee and host communities with access to formal or non-formal education institutions. Additionally, 5,372 South Sudanese refugee students (2,686 girls) were enrolled in public schools or alternative refugee hosting schools during the 2020/2021 school year. In these alternative schools, the national education curriculum is taught by refugee volunteer teachers, who help with refugee student retention because they share linguistic and cultural commonalities, thereby making learning the national curriculum easier for South Sudanese children. In the 2021/2022 academic year, UNICEF will extend

similar support to South Sudanese refugee settlements in Khartoum, White Nile, South Kordofan, South Darfur and East Darfur to ensure the enrollment and retention of at least 21,000 additional refugee and host community children in 60 schools. UNICEF is also supporting the construction of 40 classrooms in five schools, ensuring access to education for more than 1,800 refugee and host community children in East Darfur State.

Somalia – Accelerated and remedial learning for IDP and pastoralist children

Somalia's history of conflict and protracted crisis since the 1990s has led to a complex educational environment in which an estimated 3 million children are out-of-school children (1.5 million girls). This includes millions of IDP and pastoralist children whose enrollment and/or retention in formal education is the lowest across all parts of the country, with IDP rates of participation remaining below 20 per cent in primary school and even less for secondary school.

Since 2015, UNICEF has worked with governments across Somalia and with partners to improve educational outcomes for internally displaced and pastoralist children. The Alternative Basic Education (ABE) programme has been an important educational pathway for those marginalized IDP children unable to access formal education because of their location, their distance from school, the language of instruction and the cost of formal schooling. ABE learning centers established in the conflict-affected regions of Bay, Bakool and Gedo are supporting IDP children's access education or continue their learning while also providing a tangible pathway to move into formal secondary schools supported by local education committees and child-to-child clubs.

Key strategies include teacher capacity development on the use of early grade reading and assessment tools, instruction in mother tongue to improve learning, and the use of cash incentives to retain teachers in hard to access insecure areas. Initial results in the pilot regions included 20,248 children (8,707 girls) from IDP and pastoralist groups enrolled in education for the

first time. Of those, 937 (403 girls) graduated from the four-year ABE cycle in 2020 and were able to transition into formal secondary schools. Using cash incentives, 447 teachers were retained to work in ABE centers in insecure regions and strengthened their skills to improve learning outcomes for children at early grade reading levels. From 2015–2020, the MOECHE registered 96 newly constructed USAID-supported ABE centers, with 194 temporary learning spaces and 198 gender-sensitive sanitation facilities. UNICEF also provided learning supplies, school meals and safe drinking water to an additional 80,555 crisis-affected children (37,861 girls) attending the ABE centers thus ensuring they remained in school and learning in response to multiple emergencies impacting children in the programme's target regions.

A key lesson learned in Somalia has been the link between increasing community participation in programme implementation, accountability of affected populations, and improving learning outcomes for IDP and pastoralist children. A central strategy of the ABE programme was to engage parents and community leaders in the recruitment of ABE teachers. This increased community oversight of teachers, who in turn more regularly attended schools and were able to better support children to achieve improve learning outcomes.

Working with the Somali Government and other partners, UNICEF will expand the ABE programme and disseminate strategies for utilizing EGRA tools and tactics to all partners to better address the educational needs of IDP and pastoralist children across the country.

Turkey – Overcoming financial barriers to refugee inclusion with conditional cash transfers

Turkey now hosts some 1.1 million school-aged Syrian refugee children – of which nearly 400,000 (roughly 49 per cent girls) are out-of-school – and 142,000 school-aged refugee children of other nationalities. Refugee families in general face multiple barriers in enrolling their children into Turkish schools: language; culture; experiences of trauma; and the cost of schooling. Since 2017, the Turkish Government has committed to integrating all Syrian and refugees of other nationalities into their public school system.

UNICEF has supported Turkey's Ministry of National Education's (MoNE) commitment through measures to address the cost of schooling and the multiple obstacles experienced by refugees such as family mobility, child labor, and social cohesion issues related to language and bullying. Among these solutions is the National Conditional Cash Transfer for Education (CCTE) programme, extended to refugees since 2017 and known as 'CCTE for refugees'.

Young girls raise their hands during class as part of the Alternative Basic Education (ABE) in Moqor Manyow camp for internally displaced people (IDPs), Baidoa. The two classrooms provide education opportunities for more than 130 children, with a third of the students' girls. The students, who range in age from 6-to-fourteen years old, study lessons including Somali language, English, Arabic, Maths, Science, Social studies and Islamic studies.

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Building a great reputation in New Damietta, the community school started receiving students from all over the city, including Syrians, Egyptians, Libyans, Yemenis, Iraqis and other nationalities.

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Largely funded by ECHO, the programme is implemented under UNICEF's leadership, in partnership with Ministry of Family and Social Services (MoFSS), MoNE and with operational support from the Turkish Red Crescent (TRC). The CCTE programme ensures families receive cash support every two months through the TRC *Kizilaykart* cash platform on the condition their child has attended school regularly (at least 80 per cent of the time). The *Kizilaykart* is a bank debit card used by refugee families to withdraw funds from accounts accessible via an Automated Teller Machine (ATM). Application to the scheme is simple – refugees registered in Turkey present their ID card and, based on their children's age and gender, they receive between 45 to 75 Turkish Lira per month. CCTE beneficiaries are either enrolled in Turkish public schools or the Accelerated Learning Programme (ALP), MoNE's only certified non-formal education programme. The financial support provided by the CCTE programme is expected to help refugee families meet school-related costs and other fiscal obstacles. The cash component of the programme is nationwide and, as of November 2021, has benefited more than 700,000 refugee children and their families.

Egypt – Keeping refugee children in school and learning

Egypt has a long history of supporting the inclusion of refugee children in its national education system. Since 1969 Sudanese children have been granted legal access to public education, which now also applies to South Sundanese children. Through a presidential decree issued in 2012, Syrian refugees have also been granted access to the public schools on equal footing as Egyptians – the decree is renewed on annual basis by the Ministry of Education and Technical Education (MoETE). In recent years, Yemeni refugee children have been granted the same rights to education.

As of October 2021, Egypt hosted more than 86,000 school-aged refugee children registered with UNHCR. Of these, approximately 45,000 refugee and migrant children are enrolled in Egyptian public schools, the majority being from Syria. In addition, approximately 22,000 refugee and migrant children are enrolled in refugee community schools – established as a means of facilitating their continued accredited learning and eventually gradual transition into Egypt's public schools. Refugee community schools cater to all refugee children nationalities. Moreover, it hosts the

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Uganda –
The Skills for Life Programme provides future workforce opportunities

Uganda's Skills for Life programme focuses on adolescents' educational transition from the classroom and into the workforce. The programme enhances students' foundational numeracy and literacy skills, as well as digital skills and provides flexible, adaptable and inclusive pathways to work, such as accessible entrepreneurships with businesses partnered with the programme. Since its inception in early 2021, more than 55,000 adolescents have been impacted by the programme.

most vulnerable refugee children from non-Arabic speaking countries, such as South Sudan and from the Horn of Africa, who face language and other barriers accessing public and private schools. In these refugee community schools fees are relatively high compared to public education, the Sudanese curriculum is mainly taught, and additional language support is given to learners to overcome the multiple barriers they face to accessing education and learning.

UNICEF has supported Egypt's Ministry of Education and Technical Education (MoETE) reform its national education system, including strengthening measures for the inclusion of refugees and migrants. This support has contributed to ensuring learning continuity during the

COVID-19 pandemic with the provision of various online learning opportunities. Furthermore, UNICEF supported the distribution of education supplies to 12,058 refugees (5,866 receiving textbooks and 6,192 receiving tablets) in public and refugee community schools. Due to increased vulnerabilities of refugees, UNICEF directly supported families overcome financial barriers to accessing pre-schooling for their children. This included 9,561 refugee children who received education cash grants for the 2020/21 academic year and 10,445 refugee children who received education cash grants for the new academic year of 2021/22. Those eligible include all refugee children between the ages of 3 to 6 years enrolled in refugee community schools and nurseries. To access cash grants families are only required to show proof of registration/attendance of their children in schools and a copy of a valid UNHCR identification document for both student and parent/guardian.

Burundi – The Ishaka programme and building marketable skills among young people

Ishaka (or 'unlimited willpower') is a multi-year adolescent vocational skills development programme in Burundi developed with the participation of local communities and adolescents. It focuses on supporting returnees and IDPs in Burundi to acquire skills and strengthen pathways for their transition from the world of learning to earning a living. Ishaka also promotes social cohesion and the participation of young people by including them in the co-creation of scalable adolescent-led solutions for social impact and focuses on building marketable skills for young people through an integrated curriculum. The programme is delivered through 2,600 youth-led solidarity groups recognized by government and partners as a valuable network providing supportive spaces for adolescent empowerment and participation. These groups deliver opportunities for adolescents to bridge social divides; model participatory decision-making; promote community development; and build the resilience of young people.

Since 2015, UNICEF, the University of Burundi, and the Ministry of Youth have trained more than 381,800 adolescents in marketable, learning-to-earning, 21st century skillsets through school, vocational learning programmes, apprenticeships, or direct employment in the private and public sectors. *Ishaka* leverages other initiatives (UPSHIFT, Skills4Girls), partnership platforms (GenU), innovative solutions (Yoma, Atingi for digital curriculum delivery) and tools (U-Report) to achieve results.

Jordan – Building social cohesion between refugee and host community populations

Jordan has welcomed Syrian refugees and integrated refugee children within the national education system. This includes enrollment in schools in the host community and in refugee camps. In the 2020/2021 academic year, more than 143,000 Syrian refugee children were enrolled in public schools. The UNICEF-supported *Nashatati* programme (or 'My Activities' in Arabic) aims to foster life skills and social cohesion in refugee hosting communities by increasing children's participation and well-being, contributing to greater tolerance and appreciation of diversity, interpersonal acceptance, teamwork and a shared sense of belonging among Jordanian and refugee children. *Nashatati* targets all vulnerable school-aged children aged 12–15 years across Jordan to develop life skills through sport and art.

During the 18 months of school closures, online teacher training for *Nashatati* was developed. Student activities were shared through social media by teachers, and children participated in these as part of their remote learning. The programme has positively impacted children and adolescents, with results of a survey conducted in the country demonstrating a 33 per cent increase in self-confidence, a 34 per cent increase in the ability to deal calmly with confrontation and not resort to violence, and a 35 per cent increase in willingness to play and work with other students of different ages and nationalities.

From 2017 to 2020 *Nashatati* grew from a pilot programme implemented in 100 schools, to being implemented in all 1,003 schools with Grade 7–10 students across all 42 Ministry of Education (MoE) directorates. As of the 2021/2022 academic year, the programme is implemented by the MoE and is reflected as an extra-curricular programme within the Education Sector Strategic Plan 2018–2025.

Iraq – Responding to legacies of conflict and displacement through civic skills development

Iraq hosts more than a quarter of a million refugees (72,872 school-aged children), 87 per cent of whom are Syrian. Years of conflict and protracted displacement now made worse by COVID-19 have left 1.3 million IDP and refugee returnee children lacking access to school and struggling to integrate, or re-integrate, with their communities. To ensure children have access to life skills and their social and emotional well-being needs are supported, UNICEF and the Iraq Ministry of Education partnered with Big Bad Boo Production to circulate their 1001 Nights Life Skills and Civic Education Programme. The programme supports children's well-being and inclusion by promoting tolerance, conflict resolution skills and collaboration, among other key competencies. To date, 201 schools in host communities serving an estimated 50,000 children (23,016 girls) have received 1001 Nights materials and around 1,667 teachers are receiving training on how to teach the programme in their classrooms. The 1001 Nights educational episodes are aired through Iraq's Edu TV, and platforms such as Facebook, YouTube and Oznoz with the total number of viewers reaching 26.1 million, including refugee and IDP school-age children.

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Democratic Republic of Congo – Getting girls back into learning

As part of efforts to support the return of displaced children to schools following COVID-19 school closures, UNICEF has been assisting 133,000 children aged 6–17, including nearly 62,000 girls, affected by armed conflict in the provinces of South-Kivu, North-Kivu, Ituri, Tanganyika and Maniema. Children and teachers were provided with teaching and learning materials and catch-up classes for students who experienced long school closures. Additionally, 4,300 teachers (1,290 female) have been trained in psychosocial support and peace education. Through Global Affairs Canada via the Back-to-School Better project, which seeks to facilitate the return of displaced girls to school in Kwilu and Tanganyika provinces, 800 teachers (344 female) were trained on gender responsive pedagogy and nearly 5,000 displaced and host community girls were provided with MHM (menstrual health management) kits.

Burkina Faso – Inclusion of IDP girls through radio-based distance learning platforms to continue learning

Attacks on teachers, students, and schools since 2017 have ravaged children's access to education in Burkina Faso, disproportionately affecting girls. Burkina Faso has 1.3 million IDPs in the country, 66 per cent of whom are children (860,481). As of June 2021, 2,244 schools were closed due to insecurity resulting from increasing violence; risks of abduction and forced recruitment by armed groups; and by COVID-19 over the past two years, all of which have affected the education of 304,564 children (148,046 girls) across the country.

To mitigate learning loss caused by school closures, UNICEF worked with the government and local partners to improve access to quality radio-based education programmes of particular benefit for internally displaced children and the most vulnerable host families. Efforts focused on raising awareness of girls' education through back-to-school campaigns and providing scholarships, meals and learning supplies for girls (e.g., notebooks, pens, school bags), while promoting menstrual hygiene management in schools and temporary learning spaces. A major initiative to keep girls learning revolved around establishing educational radio programmes, which included supporting female community coaches to encourage girls' participation in listening clubs, where 5 to 10 children, guided by an adult, meet around one radio to listen to lessons and complete exercises. Additional support included 'free-of-charge' access to digital learning resources on www.fasoeducation.net to keep children learning and help them transition back to schools as they gradually reopen. UNICEF supported 647,046 learners (336,479 girls) with access to inclusive distance/home-based learning opportunities and approximately 75 per cent of children reached have been IDP learners.

A key factor contributing to the successes of IDP girls' education is the use of female coaches at the community level who supported learning through radio-based programming. These locally recruited coaches, themselves often IDPs, were able to effectively communicate with

Students attend school in a classroom built following Hurricane Irma, in Codrington, on the island of Barbuda, part of the country of Antigua and Barbuda.

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IDP girls on key issues to overcome cultural and language barriers. Strategies supporting girls' access education (for both in-school and out-of-school IDP adolescents) was most successful due to a combination of interventions around communication campaigns for girls' education; monitoring gender-based violence; provision of incentives – including meals, learning supplies, school fees, scholarships, and bicycles to get to school – and a 'girl friendly' school environment, providing separate latrines and menstrual management commodities.

Antigua and Barbuda – Mitigating climate change impacts on displacement through sector planning

Antigua and Barbuda is extremely vulnerable to the impact of climate change expected to accelerate coastal erosion and inundation, decrease annual rainfall, and increase the intensity of flooding and tropical storms on the islands. In 2017 alone, 10 hurricanes hit the Caribbean Small Island Developing States – including Antigua and Barbuda – internally displacing more than 400,000 children and disrupting services for thousands more. In Antigua, school records were lost or destroyed and there was no mechanism to track students and teachers

displaced, nor to prepare host schools to receive these students. In addition, there was a gap in monitoring the psychosocial support needs for both students and teachers impacted by the hurricane.

In addition to supporting immediate response needs, UNICEF has been working across sectors in Antigua and Barbuda to plan for future hazards and build climate change-resilient education systems. The strategy includes mapping available resources in schools, including: the number of teachers trained in each school to deliver information on education in emergencies; the number of teachers trained to provide psychosocial support to students; the number of teachers and key community members who would receive special training on integrating displaced children; which schools have been designated as shelters; and which schools have completed safe school assessments. This data has been fundamental for the government to enhance emergency preparedness and reduce the likelihood of disruption to learning in the face of future climate disasters and displacement.

UNICEF has collaborated with the Ministry of Education, Science and Technology and the National Office for Disaster Services (NODS) to conduct Contingency Plan Coaching Sessions for teachers in schools across Antigua and Barbuda. Teachers learned to conduct hazard and risk assessments, develop school contingency plans, and

map vulnerabilities and capacities to respond to hazards. Data from individual school risk assessments has been used to help the Government of Antigua and Barbuda identify gaps in capacity and preparedness resources. Capacity assessments and contingency planning have proven particularly important to ensure that schools, and systems, are prepared to integrate displaced students arriving from other parts of the country or nearby islands.

East Africa and IGAD
– Strengthening inter-governmental mechanisms for refugee inclusion into national education systems

The Intergovernmental Authority on Development (IGAD), a regional body comprising 7 member countries -Djibouti, Ethiopia, Kenya, Somalia, South Sudan, Sudan, and Uganda - has promoted peace, security, economic cooperation and integration within the East and Horn of African region since 1996. IGAD recognizes the impact that conflict and displacement have on refugees, returnees, and their host communities. Its Member States are working toward the inclusion of refugees into their national education systems, supporting the pledges made at the Global Refugee Forum. Since 2017, a consortium of partners including UNHCR, UNESCO, UNICEF, GIZ, ECW and others have been working together to support IGAD and the implementation of the Djibouti Declaration on Education for Refugee, Returnees and Host Communities of December 2017 and the Addis Ababa Call for Action of December2018. These partners have provided hands-on technical assistance supporting the development of regional policy frameworks, tools, supporting evidence generation and reporting and building the capacity of the IGAD secretariate and member states to solidify the region's commitment to refugee education. Djibouti, Ethiopia, Kenya, Somalia, South Sudan, Sudan, and Uganda included refugees in their response plans for different education crises. These also include strengthening learning continuity measures during the COVID-19 pandemic. Member States have committed to enhancing access to education, training, and skills development for refugee children and young people in their national education systems.

UNICEF has supported IGAD to establish and build capacity among Member States in the application of a regional monitoring system for refugee children's education outcomes to overcome persistent challenges at country level with measuring the implementation of commitments and tracking concrete action toward the inclusion of refugees. This framework enables evidence driven reporting and decision-making, supporting resource mobilization, and strengthening national capacity to monitor educational outcomes and support the inclusion of refugees into national systems across the region. The framework was presented to member states at the High- Level Regional Experts Meeting on the Implementation of the Djibouti Declaration on Education for Refugees, Returnees and Host Communities in December 2021 (Djibouti); it was adopted by Uganda and will be tabled for adoption by other the IGAD ministers of education in the first quarter of 2022.

India – Overcoming barriers to inclusion for migrant children through EMIS and data

The inclusion of out-of-school migrant children in Uttar Pradesh, India, demonstrates how countries can utilize education management information systems (EMIS) to support the identification and inclusion of migrant children into national services.

In 2011, India had the highest population of migrant children globally at nearly 93 million. Yet until recently, millions of migrant children were not recorded via their EMIS, making it challenging to identify the scale of migrant education needs facing the country. In India, many migrant families leave their homes for six to eight months of the year. Children are frequently engaged in seasonal labor to supplement household incomes. As a result, migrant children's exclusion from education is the norm for many, while those who do attend school are at greater risk of dropping out because of pressures to engage in seasonal work and the lower levels of educational attainment that fuel learning inequities.

A sizeable migrant population lives in rural Uttar Pradesh. Each year, families from this region move into Punjab,

Several of the children in this classroom are sons and daughters of migrants from the eastern state of Orissa who work at brickworks in Salem District.

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Delhi, and Gujarat to look for work. In Uttar Pradesh, there are at least 1.6 million out-of-school children between the ages of 6–13 years. To improve access to education for migrant children in Uttar Pradesh, UNICEF and the ActionAid Association jointly launched the project '*Muskaan*'. The Muskaan project initially operated in six districts to create child-friendly schools for migrants and led to the enrollment of 24,297 out-of-school children and a 35 per cent increase in migrant student attendance. By 2018 this initiative was expanded to 20 districts. A key factor contributing to this success has been the inclusion of migrant children into state guidelines for identifying and mainstreaming out-of-school children into Uttar Pradesh's EMIS with UNICEF's technical support. This included preparing training manuals and user handbooks for school management committees to aid in the identification of migrant children at community level. Improved data is also key to better understanding migration patterns, as well as addressing barriers related to documentation through the issuance of 'migration certificates' by schools, which enable and facilitate enrollment of migrant children in school when they move to different locations. It is also a record and recognition of their learning, important for accreditation and certification.

Improved data and analytics also allows Uttar Pradesh's Education Department to work more closely with the Social Welfare and Labour Department and local government departments to overcome financial obstacles these children face in accessing education services, allowing them to access formal and flexible learning opportunities, adapting approaches to provide continued education, and ensuring that migrant children are now able to receive financial support from available social safety nets.

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ANNEX 1.

Menu of actions to scale up solutions

Lessons learned: scaling up solutions for inclusion into national education systems

LESSONS LEARNED

MENU OF KEY ACTIONS

Risk-informed planning is needed to identify context-specific barriers that obstruct CoTM integration into national systems.

- Apply multiple solutions based upon the specific needs of refugees, migrants and CoTM, not limited to supporting teaching and learning strategies, expanding infrastructure and removing financial barriers at the household level.
- Remove legal and administrative barriers that block refugee, migrant and CoTM from enrolling into host community schools and accessing other essential services. For refugees this entails specific attention to legal status in hosting countries.
- Use risk-informed analysis and planning approaches to remove context-specific barriers for refugee, IDP and other CoTM from integrating into national education services. Specific tools to support risk-informed approaches include newly-issued Volume 3 Guidance for Education Sector Planning,[63] UNICEF's technical guidance note on education resilience,[64] and UNESCO's crisis-sensitive planning tools.

The inclusion of CoTM in national education systems requires a conducive enabling environment created through supportive policies and strengthened capacities of education systems to absorb and retain IDP, refugee and other migrant children.

- Reform EMIS guidelines for CoTM so they can be accounted for at the national and subnational levels and use data to inform education inclusion strategies for CoTM.
- Use national education assessments to help refugee children transition to host community schools at the appropriate learning levels.
- Strengthen systems for using formative   to tailor teaching strategies and curriculum development to support the learning needs of CoTM.
- Leverage the norm-setting and accountability functions of intergovernmental mechanisms/partnerships for the usage of national data to inform Ministries of Education of the decision-making process in handling the inclusion of refugees into national education systems.

Removing financial barriers with cash transfers to households with minimal, but important conditionalities is effective at supporting the inclusion of CoTM into national systems – particularly when supply-side barriers for quality education are addressed in parallel.

- Distribute cash transfers to refugee, migrant and CoTM families that require minimal documentation to prove status and residency.
- Ensure conditionalities for recipient families include children's attendance in school.
- Donor governments to continue responsibility-sharing with lower income countries to support cash assistance programmes for CoTM to access quality education.

LESSONS LEARNED

MENU OF KEY ACTIONS

The removal of linguistic barriers and the use of mother tongue as the language of instruction improves learning outcomes for CoTM._

- Require mother tongue instruction in refugee schools, migrant learning centers, and other education facilities hosting CoTM with reasonable transition points built into the learning cycles for proficiency attainment in official national languages.
- Develop learning and assessment materials in mother tongue languages to improve learning outcomes and promote inclusion for CoTM.
- Provide specialized training for teachers to equip them in mother tongue teacher pedagogies

Addressing the growing digital divide with multiple and diverse learning continuity solutions has enabled learning during periods of disruption and should be scaled up in situations of conflict, environmental shocks and displacement.

- Combine physical, virtual and technology-assisted learning solutions to bridge the digital divide and to reach CoTM learners and their families living in varied socio-economic conditions.
- Restructure remote learning modalities to meet the demands of the local community, including offering printed learning packages when online resources are not accessible, and support host community schools as they pilot a curriculum for CoTM.

The recruitment and training of teachers who have similar cultural and linguistic backgrounds as CoTM results in lower rates of drop-out and supports the cultural and social transition into host communities.

- Recruit and train teachers from refugee and IDP populations who reflect the cultural and linguistic backgrounds of CoTM.
- Develop and deliver practical in-class teacher training that allows teachers to apply effective teaching pedagogy and tailor approaches based on their student's learning levels and needs.
- Hire female coaches and teachers and promote women into positions of educational leadership to support the learning and protection of IDPs, refugee and displaced girl students.
- Teacher training packages to include capacity development on the topics of climate change and other hazards to reduce disruptions to learning and strengthen the capacity of schools to enroll displaced children.

Investments in the expansion of safe learning facilities and the promotion of gender-inclusive training removes barriers related to violence, bullying, discrimination, xenophobia and SGBV.

- Construct schools that cater to the specific needs of refugee children and other groups of CoTM, including expanding classroom capacity.
- Equip classrooms with appropriate learning materials that aid in increasing access to education.
- Provide gender-sensitive WASH facilities and provide menstrual health management materials for girl students to keep them in school and learning.
- Make continuous teacher training mandatory in partner intervention on school safety to address sexual exploitation and prevent the abuse of children (PSEA).

LESSONS LEARNED

MENU OF KEY ACTIONS

Remedial learning and catch-up education strategies can be used to overcome learning losses experienced by CoTM and should be a mainstay of educational support for CoTM given the disruptions to learning they experience.

- Use formative assessments to determine learning levels of CoTM and create tailored, remedial education programming to overcome learning loss.
- Create remedial programmes that focus on the development of core learning competencies – literacy and numeracy – to get CoTM back into school and learning at their correct level.
- Create methods of community accountability to support parental and teacher involvement in improving CoTM retention in school and their learning outcomes.

Inclusion via enhanced employability will ensure the earning potential of CoTM as they transfer from school into the workforce.

- Prioritize the acquisition of foundational numeracy and literacy skills and transferrable skills that will enhance overall employability and support the transition of CoTM from school into the workforce.
- Produce educational content that will improve learners' skills acquisition and is aligned to labor market opportunities and demand.
- Encourage the creation of student-led vocational and skills development groups to promote leadership roles among CoTM and build social cohesion across different groups of young people.

Addressing the MHPSS needs of CoTM will improve learning and acquisition of transferrable skills and reduce risks of violence and exploitation.

- Provide teachers with training on responding to the MHPSS needs of CoTM including issues of gender-based violence, safety training and psychosocial support for refugee and displaced students.
- Create supportive programmes that cater to the mental health needs of teachers and caregivers as they address the MHPSS needs of CoTM.

Strategies that build social cohesion help to overcome discrimination and bias against CoTM and support their inclusion and retention in education and learning locally.

- Integrate peacebuilding and social cohesion into the educational curriculum, especially in refugee, migrant and CoTM host communities.
- Leverage the role of sport, recreation, and art to build social cohesion between CoTM with host communities while also addressing the MHPSS needs of CoTM.
- Create community-based platforms that give local communities the opportunity to engage constructively, build tolerance and communication skills and promote diversity and inclusion in and around schools.

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