Analysis: Inclusion of Refugees, IDPs, Migrants and Stateless Populations in TES National Statements and Consultations

2022 Transforming Education Summit

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Contents

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Executive summary

In response to the Secretary General's convening of the Transforming Education Summit, 79% of UN member state ministers of education or heads of state actively engaged in TES though National Consultations or Commitments. Roughly 60% of those countries are home to populations affected by crises related to political or other conflict, human rights violations, persecution, violence and events seriously disturbing public order. The systematically monitored symptoms of these are also present in those countries: forced internal and/or refugee displacement, legal and/or irregular migration and existing or increased risk of statelessness. More and more, population movements related to climate change are also being included in the category of "forced displacement," a label that imperfectly categories populations affected by crisis in global statistics.

This analysis presents a summary of the ways that refugee, internally displaced, migrant and stateless learners were or were not acknowledged by member states in National Consultation Reports or Statements of Commitment delivered in the context of the Transforming Education Summit (TES) in 2022. It also includes findings related to Statements or Reports that noted the disruption of education by non-COVID-related crises as a general concern.

Among the 60% of crisis-affected countries included in this analysis:

- 30% with populations forcibly displaced internally because of crises addressed the needs of affected children and youth or systems (70% did not). 43% indicated or implied that internal displacement and its causes negatively impact student performance, system responsiveness, strength and/or investment (57% did not).
- 25% of refugee hosting countries acknowledged the needs of forcibly displaced refugee learners and the importance of inclusion (75% did not). 3% addressed refugee displacement in terms of impact student performance, system responsiveness, strength and/or investment (97% did not).
- 6.5% made explicit reference to the education needs of children and youth from migrant populations. Despite increases in both legal and irregular migration in all 153 member states that participated in TES, the 6.5% that acknowledged the importance of addressing migrant needs or inclusion were from the "crisis-affected" 60%.[1]
- 0% of the member states with the nine largest stateless populations named and addressed the barriers stateless children and youth face when trying to access education without documents proving their existence.

"Did not" percentages above do not necessarily indicate "do not" in practice. Broad triangulation would be required for a full accounting and is beyond the scope of this analysis. Still, the relative invisibility of forcibly displaced and other populations affected by crises in high-level reporting from TES-participating countries means that in 2022, the existing or possible consequences of localized system collapse and education disruption due to persecution, conflict, violence, human rights violations and events seriously disturbing public order is not reflexive. And this despite pandemic-related upheaval and reckoning across education systems globally.

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[1] The language used for Venezuelans that have left their country en masse is almost uniformly "migrant," as they have not been accorded refugee status, but has been categorized in this analysis as "refugee-like/other" in accordance with UNHCR standards of population identification.

Two questions arise from this analysis in the wake of these omissions or oversights: At what point do displaced and other crisis-affected populations appear consistently on the national radars of countries making political commitments to education? At what point does handover between humanitarian "emergency" to "development" and "peace" programming happen in contexts of entrenched crisis?

Among the countries that acknowledge the reality and needs of crisis-affected internally displaced, refugee, migrant and/or stateless learners, there is consensus that their equitable inclusion in education is a priority. Again, lack of acknowledgement by many countries does not systematically mean lack of services or access to services. Broadly speaking, it does point to the likelihood of a reflexive, conceptual "division of labour" between the humanitarian and development education sectors that leaves crisis-affected populations outside of systemic thinking and transformations. The bifurcation of what constitutes "crises" of global concern in a global forum also describes the bifurcation between humanitarian, development and peace initiatives. Education in Crisis Situations was Spotlighted at the Summit, and that is significant. But crisis-affected populations were not, by and large, included across individual member state commitments.

A "global learning crisis" exasperated by the 2020-2022 pandemic served as a primary motivation for convening member states for TES. The pandemic served as a gauge of systemic preparedness not only for learning disruption, but also for learning design and purpose. The road to 2030 for learners affected by arguably longer, more complex, entrenched and destabilizing crises needs to be paved equitably and inclusively. Countries that host crisis-affected populations need strengthened systems for all learners. If they are equipped, willing, empowered and enabled to provide for students whose futures are the most unsure, systems can be transformed to serve a wide range of uncertain futures for all learners.

Presentation

The *Methodology* section establishes the criteria for country selection, situates the relative representation of crisis-affected member states, outlines statement coding and presents arising themes. The *Discussion* sections situate findings from the themes within global-level conversations and experiences in the development and humanitarian education sectors.

Methodology

Country selection

153/163 member states that signaled their intention[2] to undertake consultations for TES produced either a National Consultation Report, a National Statement of Commitment, or both. 91/153[3] countries (61%) were selected for analysis based on the following criteria:

1. Member states with enough internally displaced people, refugees and/or migrants to register in annual databases that account for or estimate significant movements of people displaced by conflict, political, human rights, economic fragility and/or increasingly, climate change (e.g., Cameroon, Ecuador).

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[2] 163 member states applied for seed funding to conduct and report on TES National Consultations.
[3] Please refer to Annex A for a list of the 91 countries included in this analysis and Annex B for a list of member states that addressed displaced populations in Consultations or Commitments but have not yet endorsed the Call to Action.

2. Countries that endorsed the Education in Situations of Crisis Call to Action, including both those that position themselves as donors in the education in emergencies space (e.g., Qatar, Switzerland) and those that did not participate in other TES processes but where ongoing crises affecting education delivery compelled them to participate in the Call to Action (e.g., Pakistan, Sudan). [4]

3. Host countries whose Reports or Commitments specifically addressed the needs of relatively small numbers of crisis-affected refugee or migrant populations and that might not have registered in this analysis had they not explicitly highlighted the need to prepare their education systems for displaced learners (e.g., Andorra, Liechtenstein).

TES-participating countries with significant internal and/or refugee displacement were identified through statistics and reports informed by or available through the World Bank-UNHCR Joint Data Centre on Forced Displacement, the UNHCR Operational Data Portal as well as Statelessness reporting and country-level Global Focus dashboards. IOM's Migration Data Portal, IDMC's Global Internal Displacement Database the International Crisis Group Database and the GCPEA TRACE Data Portal were also consulted.

In its 2022 mid-term report, UNHCR estimates that 103 million people are living in situations of forced displacement caused by persecution, conflict, violence, human rights violations and events seriously disturbing public order. [5] It is understood that displacement is only one marker of education interruption or loss related to crisis-generated education vulnerabilities. Still, displacement and the data collected on displacement so far presents the stand-out proxy by which the accrued effects of education disruption can be tracked and factored for equitably transformative and sustainable education planning and financing. This is especially pertinent as IDMC and UNHCR data suggest that both internal displacement and refugee displacement are at all-time highs, with no clear indication that the situations causing the spikes will abate anytime soon. The means to track climate-specific displacement, especially those affecting internal and migration displacements, are not yet clearly defined. Displacement is not a marker in education information management systems and therefore the impact on education is not currently captured by UIS. Estimates of crisis-affected populations cited in this analysis should therefore be considered as *underestimates*.

Crisis-Affected member states not represented in TES outcomes

Afghanistan, Chad, Eritrea, Myanmar, Poland, the Russian Federation, Somalia and Sudan were not among the 163 countries that requested seed funding or the 153 that reported on National Consultations or submitted Statements of Commitment to the TES Secretariat. Sudan submitted a brief oral statement related to its solidarity with other countries to transform education and endorsed the Education in Situations of Crisis Call to Action. Chad participated in a Side Event on refugee teachers during the Pre-Summit. Collectively, these member states host more than 16 million internally displaced people or refugees as of June 2022[6], at least half of whom are children or youth. While the situation of education in

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[4] Please refer to Annex C for a list of member states that have endorsed the Education in Situations of Crisis Call to Action as of 1 November 2022.

[5] The total number of people forcibly displaced is calculated using UNHCR, UNRWA and IDMC statistics. IDMC's statistics on internal displacement are only published annually, therefore the estimate is calculated using IDMC's end-2021 figure as a base and reflecting only changes in the statistics in the 34 countries in which UNHCR reported internal displacement during the first six months of 2022. The total new displacement is therefore likely to underestimate internal displacement globally.

[6] The estimates presented here are based on data retrieved on 22-11-2022. Afghanistan, 3.6 million; Chad, 1.1 million; Myanmar, 1.7 million; Poland, 1.2 million; Russian Federation: 1.5 million; (the total for all of Europe is 21.5 million); Somalia, 3 million; Sudan, 4.2 million.

Afghanistan was frequently referenced with concern during the Pre-Summit and Summit, this was not the case for the other crisis-affected countries mentioned above. As learners in these contexts are among the most vulnerable, and as TES underscored the need to prioritize the most vulnerable, their existence and need for equitable inclusion across the TES thematic outcomes regardless of the documented involvement of associated member states is highlighted here.

Statement content and coding

National Statements of Commitment and National Consultation Reports submitted by crisis-affected countries were filtered for statements containing the following search terms:

migra;* refu*; IDP; displac*; stateless; att*; confli*; war; cris*; emerg*[7]

and their equivalents across all the languages in which documentation was submitted. Phrases containing the search terms were catalogued. Three main patterns related to crisis discussion emerged in TES document submissions and the following code values were assigned: (non-pandemic-related) crisis as an issue affecting education across the globe and in a general sense (G); The right/need for inclusion in education (RN); Crises indicated as a reason for poor student or system strength or performance (PW).

Summary Findings from National Consultation Reports and National Statements of Commitment

General acknowledgement: the effect of (non-COVID) crises and conflict on education

3/91 countries acknowledged the impact of (non-pandemic-related) crisis situations on education in general terms (3%). The African and European Unions as well as the G77 additionally submitted statements during or in the margins of the TES Summit underscoring the needs of conflict-affected populations.

	Country	Source
1	Libya	Statement of Commitment
2	Qatar	Statement of Commitment
3	United Kingdom	Statement of Commitment
A	G77	Statement of Commitment
B	European Union	Statement to the UN General Assembly during the briefing by the Deputy Secretary General on the Transforming Education Summit
C	African Union	Declaration on Transforming Education in Africa, delivered at the High-Level Side Event at the Margins of the Global Transforming Education Summit (TES) and the 77th United Nations General Assembly - New York Tuesday, 20th September 2022.

Example (Qatar): ""New global trends such as climate change, displacement, recession, lack of employment opportunities and eroded social cohesion are forcing us to urgently reflect on the suitability of our education systems to respond to current and future challenges."

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[7] For words families related to: migrant, refugee, internally displaced, stateless, attack, conflict, war, emergency, crisis (in uses not related to "education crisis" or the pandemic) and across all languages in which reports and statements were submitted.

The African Union in its Declaration on Transforming Education in Africa[8]:

> To **upscale the implementation of evidence-based innovative feasible and sustainable solutions** that address the evolving context of education and training, especially those bridging learning access and equity and gender gaps, in digital and diverse learning pathways and sharing of experiences for peer learning. These **include:** digital learning solutions, disability inclusive education, special programs for children and adolescents at high-risk of dropping out -of-school, **programming for displaced and crisis/conflict affected children and youth**, those in rural and hard to reach areas, safe and gender-responsive learning environments, and multi-sectoral adolescent girls' education and related programming.

NB: Among the 91, the following countries belong to the African Union but made no reference to non-COVID related crisis-affected populations in their reports or statements: Angola, Egypt, Kenya, Mauritania, Morocco, Rwanda, Tanzania, Uganda and Zimbabwe.

The European Union indicated the following in its Statement to the UN General Assembly during the briefing by the Deputy Secretary General on the Transforming Education Summit:

> "We also prioritise the most vulnerable, **as well as those in emergencies, crises and conflict, including displaced and refugee children**. Access to education is **further interrupted in those settings**. 10% of EU humanitarian aid goes to Education in Emergencies. Indeed, the vision statement addresses the **right to education denied by displacement, during and after emergencies, conflicts and protracted crises**, such as in the Horn of Africa and in Sahel. However, we feel it fails to capture the gravity and impact of the Russian aggression against Ukraine and its **consequences, directly and indirectly, to education and its continuity in Ukraine and beyond.**

NB: 14/26 EU countries submitted country-level TES reports or commitments (54%). 4/14 explicitly referenced learners that had been affected by conflict and other non-COVID-related crises living within their borders: Germany, Italy, Lithuania, Spain and Sweden (29%).

The G77 (currently representing 134 member states and chaired by Pakistan) indicated the following in a Statement of Commitment submitted to the TES Secretariat:

> "The COVID-19 pandemic, **violence**, **armed conflicts**, gender inequality and **natural hazards, including climate-induced disasters, are reversing decades of progress and widening inequalities**." / "… education that lays a solid foundation for life needs to address an increasingly complex and interconnected world faced with the **real existential threat of climate change, pandemics, extreme poverty and inequality**, rapid technological change, and **violent ideologies and conflicts**." / "Seventh, efforts should be made to prevent the disruption of education and school closures during **conflicts and in post-conflict situations**."

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[8] Delivered at the High-Level Side Event at the Margins of the Global Transforming Education Summit (TES) and the 77th United Nations General Assembly - New York Tuesday, 20th September 2022.

NB: Among the 91, the following countries belong to the G77 but made no reference to non-COVID related crisis-affected populations in their reports or statements despite the presence of those populations under their jurisdictions: Algeria, Argentina, Bangladesh, Bolivia, Brazil, Colombia, Costa Rica, Egypt, Guatemala, Guyana, Kenya, Malaysia, Morocco, Uganda, Zimbabwe.

Discussion

In the most hopeful scenario, global statements issued by the African Union, the European Union and the G77 suggest that all 153 member states acknowledge and prioritize crisis-affected learners, including refugee, internally displaced and stateless learners.

In reality at least 70% did not acknowledge crises within their borders beyond the learning and COVID crises countries were guided to reflect on in TES preparatory documents.[9] Four countries represented by the G77 have not signed the 1951 Convention. Substantial numbers of forcibly displaced people are present on their territories without basic rights including the right to education. Only one country outside of the European Union is known to have included aspects of refugee education in multi-year national budgeting not supported by humanitarian or transitional development financing for fragile and conflict affected states. Use of ODA for forcibly displaced populations within donor countries rather than in support of fragile and conflict affected states is a well-known contemporary issue worth examination but beyond the scope of the current analysis.

Crisis-affected populations, despite the Grand Bargain and its Triple Nexus are still served most often by the humanitarian sector, and the fragile/conflict finance arteries of the development sector. In other words, no matter how long a crisis lasts, the response by and large remains humanitarian and temporary in nature. Humanitarian action, for populations displaced in 2022 as much as for populations displaced since the 1970s, barely registered in member state consultation or statement outputs. Much remains to be done so that the needs of displaced learners are included programmatically, financially and systematically within member state conceptualizations of education transformation in time for 2030.

The AU, EU and G77 statements suggest there is global consensus that transforming education for crisis-affected learners is a priority. The following sections demonstrate a significant gap between general consensus and visibility, commitment and action at country levels.

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[9] Inviting reflection specific to refugee, internally displaced, migrant and stateless learners in guidance for all future high-level events (such as the Futures Summit) is highly recommended.

Crisis-affected populations have a right/need for education

IDPs

23/91 countries considered in this analysis have substantial populations that are internally displaced in 2022.[10] In Statements or Reports, 7/23 explicitly mentioned the need to ensure their right and access to education (30%).[11]

IDPs: right/need for education		
	Country	Source
1	Burkina Faso	Statement of commitment
2	DRC	Statement of commitment
3	Iraq	Statement of commitment
4	Mozambique	Statement of commitment
5	South Sudan	Statement of commitment
6	Ukraine	Statement of commitment
7	Yemen	Statement of commitment

Example (Burkina Faso): "l'accroissement de l'accès à une offre d'éducation diversifiée et adaptée pour toutes et tous avec un accent particulier sur les enfants vulnérables **notamment les élèves déplacé(e)s internes,** les réfugié(e)s, les enfants handicapé(e)s, les enfants indigents et **ceux des zones de choc** " / "Face aux fermetures d'écoles, aux déplacements forcés des populations, l'Ecole burkinabè doit se réorganiser afin de permettre la continuité éducative grâce à des mesures innovantes. " / « Notamment les élèves déplacé(e)s internes, les réfugié(e)s, les enfants handicapé(e)s, et ceux des zones de choc … ».

Example (Iraq): "Iraq National Education Strategy 2022 –2031 addresses … **children and youth affected by conflict and insecurity**, as well as poverty." / "Review, revise and adopt policies and programs to **eliminate all access disparities** and barriers for all learners in terms of gender, disability, **displacement** and location, and poverty." / In addition to the commitments for all of the above tracks, the physical **infrastructure in the education sector which has been severely affected by the conflict**."

NB: 3/10 countries[12] with the largest IDP populations in 2022 did not submit TES documents (Afghanistan, Somalia, Sudan) and 2/7 acknowledged displacement's effect on education and education systems (29%). Sudan did submit an oral statement but did not underscore population-specific challenges or their systemic impact.

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[10] Burkina Faso, Cameroon, Central African Republic, Chad, Colombia, DRC, Ethiopia, Guatemala, Haiti, Honduras, Iraq, Libya, Mali, Mozambique, Niger, Nigeria, Pakistan, Serbia, Somalia, South Africa, Sudan, Syria, Yemen, Zimbabwe.
[11] Please refer to Annex D for 2022 IDP global statistics.
[12] 1. Syria; 2. Colombia; 3. DRC; 4. Yemen; 5. Ethiopia; 6. Afghanistan; 7. Nigeria; 8. Sudan; 9. Somalia; 10. South Sudan.

Refugees

74/91 countries considered in this analysis host refugee populations (81%).[13] 25/74 explicitly mentioned the need to ensure refugees' equitable inclusion in education during displacement (34%).[14]

	Refugees: right/need for education	
	Country	Source
1	Albania	Statement of commitment
2	Andorra	Statement of commitment
3	Burkina Faso	Statement of commitment
4	Democratic Republic of the Congo	Statement of commitment
5	Djibouti	Statement of commitment
6	Ecuador	Statement of commitment
7	Georgia	Statement of commitment
8	Germany	Statement of commitment
9	Greece	National Consultation Report
10	Iran	Statement of commitment
11	Italy	Statement of commitment
12	Jordan	Statement of commitment
13	Kazakhstan	Statement of commitment
14	Lebanon	Statement of commitment
15	Liechtenstein	Statement of commitment
16	Lithuania	Statement of commitment
17	Malawi	Statement of commitment
18	Moldova	Statement of commitment
19	Niger	Statement of commitment
20	Nigeria	Statement of commitment
21	North Macedonia	Statement of commitment
22	Norway	Statement of commitment
23	Palestine	Statement of commitment
25	Peru	Statement of commitment

Example (Djibouti) : « Rappelant sa volonté de respecter ses engagements clairement exprimés dans la Déclaration de Djibouti relative à l'Education et **à l'insertion des enfants réfugiés dans les systèmes éducatifs** parce que soucieuse d'offrir à tous une éducation qui transcende les différences ; gage d'une société solidaire et qui célèbre la diversité mettant l'accent et en intégrant aux curricula les compétences de vie … »

Example (Ecuador): "… reorient the purpose and objectives of education, contextualize curricula, make teaching-learning modalities more flexible to attend, especially, to students from dispersed rural contexts, **peoples and nationalities,** pregnant women, adolescents in situations of maternity and paternity, **population in situations of human mobility**."

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[13] Refugee-hosting countries appear in bold in Appendix A.
[14] Please see Annex E for Statistics and data visualizations related to refugee education.

Example (Iran): "We have come together in this pre-summit to reflect on challenges such as war and conflicts, poverty, inequality, climate change, and Covid-19 that pose serious problems for education worldwide, as well as the implementation of national plans and priorities" / "**For about a decade, nearly 500,000 Afghan refugee girls and boys living in Iran have been able to easily access appropriate schooling opportunities, even in the absence of a valid identity document**."

Example (Moldova): "We know that the events in the world and adjacent countries are evolving very rapidly. In this context, **we will update the policy documents** mentioned above **considering** pandemic developments**, the influx of refugees**, the energy crisis and the hyperinflation caused by the war in Ukraine. "

Example (Peru)[15]: "En el Perú **garantizamos a más de un millón de migrantes** el derecho a **la salud y a la educación**, sin ninguna discriminación."

Migrants

The last decade has seen advances in defining migration and finding ways and means to capture the best possible data in relation to it. IOM's [Flow Monitoring](#) data portal and [The Migration Data Portal](#) are two sources that provide country-level and regional migration trends annually. According to the sources above, very few if any TES participating countries do not have migration flows, especially migration flows associated with people seeking safety and better opportunities. Whether the countries through which or to which migrating children or youth go have policy and structures in place to assure the right and access to education is not currently on the global transformative radar beyond the "Education in Emergencies" silo. Considering only the 91 countries in this analysis, 5% mentioned the need to accommodate migrant learners.

Migrants: right/need for education		
	Country	Source
1	Belize	Statement of commitment
2	China	Statement of commitment
3	Italy	Statement of commitment
4	Liechtenstein	Statement of commitment
5	North Macedonia	Statement of commitment
6	Vietnam	Statement of commitment

Example (Belize): ""Let's Catch Up's" learning mitigation loss programme will also impact on the social well-being of the most vulnerable children, **including** rural, **migrant** and learners at the lower levels and in transitional grades."

Example (China): ""Continuously narrow the gaps of education development between urban and rural areas and between different regions and **protect the equal rights of** the disadvantaged groups to education, including **children living in cities with their parents who are migrant workers**, left-behind

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[15] Venezuelans, in the top two externally displaced populations globally in 2022, have not been granted refugee status and are often referred to as "migrants."

children in rural areas, children and youth with disabilities, and students from families with financial difficulties. "

Example (North Macedonia): "… taking urgent and decisive action to ensure all children, **including the most disadvantaged groups, girls, Roma, children with disabilities, refugee, stateless and migrant children**, develop foundational learning to realize their full potential; **enrolling all children** and **keeping them in school, with a special focus on disadvantaged groups, girls, Roma, children with disabilities, refugee, stateless and migrant children** …".

Stateless/undocumented learners

In its 2022 Mid-Term Report, UNHCR estimated that 4.3 million people are stateless globally, [16] about a quarter of whom (e.g., Rohingya) are also accounted for in IDP or refugee statistics. Myanmar, Burkina Faso, Mali, Ghana, Kuwait, Cote d'Ivoire, Thailand, Iraq, the Dominican Republic are indicated as the 10 countries with the largest estimated stateless populations, and Europe as a region is also named. Undocumented people (people who have no birth registration but whose citizenship is not currently debated) are more numerous and while at risk of statelessness, are not categorized as stateless. In 2022 UNICEF suggested that globally there are "164 million unregistered children under 5."[17]

Stateless people do not possess legal identification that establishes their right to work or access public services including education. This does not mean that accommodations are not sometimes made for them or undocumented children and youth, but it means that rights and protection are not guaranteed or stable. Access to lower primary is not always an issue, but documentation for upper and post-primary education is required by most if not all member states.

Only Myanmar in the list of most-affected countries above did not participate in TES. None of the other countries in the "10 most" cohort acknowledged the education implications of statelessness as a vulnerability in their transformational commitments or consultations (0%). Of the 30 European Union members that acknowledge and track statelessness,[18] only North Macedonia addressed the issue (3%).

Stateless and undocumented: right/need for education		
	Country	Source
1	North Macedonia	Statement of commitment
2	South Africa	Statement of commitment

Example (North Macedonia): "taking urgent and decisive action to **ensure all children, including the most disadvantaged groups**, girls, **Roma**, children with disabilities, **refugee, stateless and migrant** children,

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[16] "Statelessness is often the product of policies that aim to exclude people deemed to be outsiders, notwithstanding their deep ties to a particular country. For example, more than 600,000 people in Myanmar's Rakhine state are stateless on the basis of the current citizenship law, which provides that only members of certain ethnic groups are eligible for citizenship. In addition, because some 25 States around the world do not allow women to transfer nationality to their children, statelessness can occur where fathers are unknown, missing or deceased." Source: Statelessness Explained, UNHCR.

[17] UNICEF Birth Registration Data Portal.

[18] Albania, Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Malta, Moldova, Montenegro, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Serbia, Slovenia, Spain, Sweden, Switzerland, Ukraine, UK.

develop foundational learning to realize their full potential; **enrolling all children** and keeping them in school, with a special focus on disadvantaged groups, girls, **Roma**, children with disabilities, **refugee, stateless and migrant** children."

Example (South Africa): "Fit-for-purpose education programmes through appropriate and accessible modalities to be provided for children in difficult circumstances and/or at risk to be excluded from education and training such as children/young people living and working on the streets, **refugee children/ youth, undocumented persons** … ".

Discussion

Among the countries that acknowledge the reality and needs of crisis-affected displaced or stateless learners, there is consensus that their equitable inclusion in education is a priority. Lack of acknowledgement by many countries does not systematically mean lack of services or access to services. It does suggest a "division of labour" between the humanitarian and development education sectors that leaves crisis-affected populations outside of systemic thinking and programmed transformations.

- 30% of member states with populations forcibly internally displaced because of crises addressed the needs of affected children and youth or systems (70% did not).
- 25% of refugee hosting countries acknowledged the needs of forcibly displaced refugee learners and the importance of inclusion (75% did not).
- 6.5% made explicit reference to the education needs of children and youth from migrant populations. Despite increases in both legal and irregular migration in all 153 member states that participated in TES, the 6.5% that acknowledged the importance of addressing migrant needs or inclusion were from the "crisis-affected" 60%.[19]
- 0% of TES member states with the nine largest stateless populations named and addressed the barriers stateless children and youth face when trying to access education without documents proving their existence. Among the 153, North Macedonia specifically addressed the education needs of stateless learners and South Africa acknowledged the needs of undocumented learners.

It appears that education for non-COVID crisis-affected populations in 2022 is still considered exceptional and outside of "business as usual." Establishing whether member states consider it the domain of humanitarian actors and short-term, stop-gap humanitarian or development project partners and financing windows would require further study. Still, upwards of 70% invisibility seems a poor uptake from the gains established by the Incheon Declaration in 2015 if 60% of TES member states (and others among the 40 that did not participate) are grappling with the results of conflict causing human displacement, disrupted learning, system investment loss in one location and system overcrowding very suddenly in another. There are learning consequences for host communities and new arrivals in both situations.

Human movement related to living in safety and dignity is normal, not wrong or illegal or exceptional. It will increase with climate change. In 2022, situating education delivery related to it persistently in the

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[19] The language used for Venezuelans that have left their country en masse is almost uniformly "migrant," as they have not been accorded refugee status, but has been categorized in this analysis as "refugee-like/other" in accordance with UNHCR standards of population identification.

humanitarian sector or with humanitarian-like financing and programme restrictions beyond emergency response is out of tune with the global transformational agenda and associated commitments.

Crisis-related stress on student or system performance

NB: Migrant and Stateless populations were not referenced by member states for this theme.

IDPs

23/91 countries considered in this analysis have monitored populations that are currently internally displaced.[20] In Statements or Reports, 10/23 indicated or implied negative impact of crises on student or system performance (43%).

	Country	Source
1	Cameroon	Statement of commitment
2	Central African Republic	Statement of commitment
3	Ethiopia	National Consultation Report
4	Haiti	Statement of commitment
5	Honduras	Statement of commitment
6	Mali	Statement of commitment
7	Nigeria	Statement of commitment
8	Pakistan	Statement delivered during Spotlight Session on Education in Crises
9	Syria	Statement of commitment
10	Venezuela	Statement of commitment

Example (Cameroon—some of the geographies highlighted indicate refugee learners as well) : « En dépit des efforts consentis par les pouvoirs publics, la résilience du système éducatif camerounais est soumise à rude épreuve **par les crises sécuritaires et sanitaires. Les crises sécuritaires (crise du bassin du Lac Tchad, Crise Centrafricaine et la crise des régions du Nord-ouest et du sud-ouest) affectent la scolarisation de plus de 1,5 millions d'enfants. Les besoins sont causés et exacerbés principalement par la violence, les menaces et les attaques contre l'éducation, les déplacements de population et la faible capacité d'accueil des systèmes scolaires et des communautés pour prendre en charge des populations supplémentaires.** Dans les départements touchés par la crise du bassin du lac Tchad, **plus de 515 000 enfants d'âge scolaire (dont 50 % de filles) ont besoin d'assistance dans l'éducation. Dans les régions du Nord-Ouest et du Sud-Ouest, l'ensemble du système éducatif formel est paralysé, ce qui rend difficile l'accès de plus de 462 000 enfants à l'éducation**. » NB: Some of the populations referenced in this excerpt are refugee populations, but the majority of displacement in Cameron in currently internal.

Example (Central African Republic): « **La situation sécuritaire affectant les écoles a risque ainsi que le déploiement des enseignants à l'intérieur du Pays**. »

Example (Ethiopia): "The conflict in different parts of the country particularly in the northern part has **severely affected the education institution, i.e., 1393 schools fully damaged and 4882 schools and 3 universities partially damaged.**" / "Impact of diverse shocks affecting the country has made it difficult to

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[20] Burkina Faso, Cameroon, Central African Republic, Chad, Colombia, DRC, Ethiopia, Guatemala, Haiti, Honduras, Iraq, Libya, Mali, Mozambique, Niger, Nigeria, Pakistan, Serbia, Somalia, South Africa, Sudan, Syria, Yemen, Zimbabwe.

use already available education funds for development activities, and funds were catapulted to emergency response, recovery and rehabilitation programmes."

Example (Mali): ""L'insécurité dans certaines localités du Mali a entrainé des déplacements massifs de population à l'intérieur et à l'extérieur du Pays et la fermeture de milliers d'écoles."

Example (Pakistan):[21] "The damage due to present floods is colossal … **33 million population displaced** and a very initial estimate of loss of $ 30 billion due to damaged houses, crops, and livestock. The floods have **disrupted education of around 16 million students** … about **17,500 schools in low lying areas are damaged or destroyed, and another 5,500 schools are being used to accommodate displaced population. This understandably worsens access to education**."

Refugees

74/91 countries considered in this analysis host refugee populations. 2/74 addressed refugee displacement in terms of stress on learning or education systems. (3%).

	Country	Source
1	Cameroon	Statement of commitment
2	Lebanon	Statement of commitment
3	Zambia	Statement of commitment

Example (Zambia, where refugees represent the displacement issue): "**Education experiences and results were profoundly affected by displacement**, disability, income, geography, race and gender."

Example (Lebanon): "Our schools have delivered on their goals **despite a refugee crisis** and a pandemic. Our **teachers have changed their ways of work** and showed resilience in the face of a blast that shook the nation. Our local stakeholders have engaged to **collectively address infrastructural challenges** as they arose. And our **delivery of education has expanded to include every platform possible** to accommodate arising needs. Today, as these examples may demonstrate, **we serve as a pilot of what collectivism, diversity, inclusion and resilience in education during crises looks like**.

Discussion

43% of countries with IDP populations noted the challenges for learners and systems associated with large, sudden population movements that leave schools empty in one location then require swift system establishment or amplification in new locations—when that is possible. Humanitarian CSO, NGO and INGO education partners are seasoned and knowledgeable about making important if temporary learning solutions available for large numbers of crisis-affected learners. Humanitarian financing and partners can frequently be deployed swiftly and with fewer bureaucratic constraints than government bodies to jump-start education and minimize disruption and its known influence on learning loss and drop-out. Humanitarian donors infrequently agree to permanent infrastructure investment or teacher salaries. "Temporary" is so embedded in humanitarian donor imaginations and "emergency" is so siloed in

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[21] From a statement delivered during the Education in Crises Spotlight Session, 19 September 2022.

development donor imaginations that the grey area occupied by long-term, daily social services such as education fall into the unresolved crevasse that separates the two—especially for displaced populations. Humanitarian project financing ends or moves to the next highly visible crisis. In 2022, Ukraine exemplifies this.[22] If there is not concurrent uptake by the development sector for sustainable solutions before the humanitarian sector retreats to do what it was designed to do, school tents dissolve under the sun and the temporary, unqualified teachers that were hired and trained find better paying work in the WASH sector or charging cell phones in the market with borrowed electricity. Then what? As Ethiopia notes in its National Consultation Report:

> [The] impact of diverse shocks affecting the country has made it difficult to use already available education funds for development activities, and funds were catapulted to emergency response, recovery and rehabilitation programmes.

If in the best-case scenario for crisis-affected populations, countries that seek to provide equitable education access are stymied in their plans for sector improvements, then the worst-case scenario is that development plans remain operational for only populations that aren't affected by crises, therefore deepening the equity divide. The last ten years have seen a peak in acute displacement crises[23] and the same scenario plays itself out on repeat. Two strong sectors. Limited genuine hand-off from humanitarian education assistance to multi-year planning and thus limited Nexus strength. Displaced learners are lost between either-or instead of supported by both-and. [24]

Few refugee-hosting countries referenced system growth or learning challenges related to refugee displacement. This is not because there are not challenges, but likely because education for refugees is (as yet) infrequently if ever included under national planning or budgeting umbrellas supported by international cooperation. That challenge is sometimes compounded by the reality that refugee issues including education sometimes fall under the authority of foreign affairs ministries, which may or may not be part of country-level inter-sectoral discussions related to education.

UNHCR estimates that as of June 2022, there are nearly 27 million refugees protected under its mandate in addition to 5.8 million Palestinian refugees protected under UNRWA's mandate. For refugee students, education continuity, psychosocial service need estimates, planning related to classroom allocations, teacher and administrator engagement and deployment have been disrupted in home countries. School infrastructure is also frequently destroyed or repurposed. With few exceptions, while access to host country curricula, exams, sometimes teachers and shared access to schools with national students have improved notably over the last decade, refugees are infrequently accounted for in host country national education management systems and consequently opportunities for their visibility and inclusion in multi-year national development planning and financing are limited. This is especially critical where host communities have agreed to share access to services, in line with commitments to the Global Compact on Refugees (GCR). Education for refugees is often dependent on annually diminishing, short-term, humanitarian project funding that can be diverted, as in the case of the Ukraine situation. An increasing

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[22] Redfern, Corrine (2022). The New Humanitarian. How the focus on Ukraine is hurting other humanitarian responses.
[23]

[24] Another point of reference: DRC and Sudan have had active Humanitarian Appeals ongoing for 20 years; Afghanistan, Central African Republic and Chad for 15 years; Haiti, Mali, Niger and Yemen for 10 years. All of these countries have substantial IDP populations, and Chad, Niger and Yemen additionally have refugee populations. (Global Humanitarian Overview, 2022 Global Trends.)

number of countries have demonstrated willingness to include refugees in national education systems in part because of the responsibility-sharing promise of the GCR. While a number of commitments to responsibility sharing have been promised or designed, finance responsibility sharing, and its promise of benefit to host community education development and sustainability, has shifted very little. This has the greatest impact on the majority low- and middle-income countries that host refugee populations.[25]

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[25] From the UNHCR Mid-Year Trends June 2022 Report, p. 2: "Low- and middle-income countries hosted 74 per cent of the world's refugees and other people in need of international protection. The least developed countries provided asylum to 22 per cent of the total."

Appendix A: List of countries included in this analysis
<u>NB</u>: 74 Refugee-hosting counties in **bold**.

Albania	**Iraq**	Thailand
Algeria	Italy	**Turkiye**
Andorra	**Jordan**	**Uganda**
Argentina	Kazakhstan	Ukraine
Armenia	**Kenya**	**United Kingdom**
Bangladesh	**Latvia**	Uzbekistan
Belarus	**Lebanon**	Venezuela
Belize	**Libya**	Vietnam
Bolivia	Liechtenstein	**Yemen**
Bosnia and Herzegovina	**Lithuania**	**Zambia**
Brazil	Madagascar	**Zimbabwe**
Bulgaria	**Malawi**	
Burkina Faso	**Malaysia**	
Cameroon	**Mali**	
Canada	**Mauritania**	
Central African Republic	**Moldova**	
Chad	**Montenegro**	
China	**Morocco**	
Colombia	Mozambique	
Costa Rica	**Niger**	
Croatia	**Nigeria**	
Czechia	**North Macedonia**	
DRC	**Norway**	
Denmark	**Pakistan**	
Djibouti	**Palestine**	
Ecuador	**Panama**	
Egypt	**Peru**	
Estonia	Philippines	
Ethiopia	**Portugal**	
Finland	**Romania**	
Georgia	**Rwanda**	
Germany	Qatar	
Guatemala	**Serbia**	
Greece	**South Africa**	
Guyana	**South Sudan**	
Haiti	**Spain**	
Honduras	**Sweden**	
Hungary	Switzerland	
Indonesia	Syria	
Iran	**Tanzania**	

17

Appendix B: Non-CtA Member States that addressed displaced populations in TES Commitments or Reports

The following countries have not yet endorsed the Call to Action but included the needs of forcibly displaced, learners either in Commitments or Consultation Reports reference to the effects of displacement on education systems and learners, or the need to equitably include internally displaced, refugee, migrant and/or stateless learners in education transformations:

1. Albania
2. Andorra
3. Belize
4. Burkina Faso
5. Central African Republic
6. China
7. The Democratic Republic of the Congo
8. Djibouti
9. Georgia
10. Guyana
11. Honduras
12. Iran
13. Iraq
14. Italy
15. Kazakhstan
16. Libya
17. Liechtenstein
18. Macedonia
19. Malawi
20. Mali
21. Moldova,
22. Peru
23. South Africa
24. Spain
25. Syria,
26. Venezuela
27. Vietnam
28. Yemen

Appendix C: Member State endorsements of the Education in Crisis Situations CtA

As of 20 September, the following Member States/regional entities had endorsed the Education in Crisis Situations Call to Action:

2. Cameroon
3. Canada
4. Chad
5. Denmark
6. Ecuador
7. Ethiopia
8. Germany
9. Haiti
10. Jordan
11. Lebanon
12. Lithuania
13. Madagascar
14. Niger
15. Norway
16. Pakistan
17. Palestine
18. Philippines
19. Qatar
20. South Sudan
21. Sweden
22. Switzerland
23. Tanzania
24. Turkey
25. Uganda
26. Ukraine
27. United Kingdom
28. Uzbekistan
29. European Union

Internal displacements by conflict and disasters in 2021
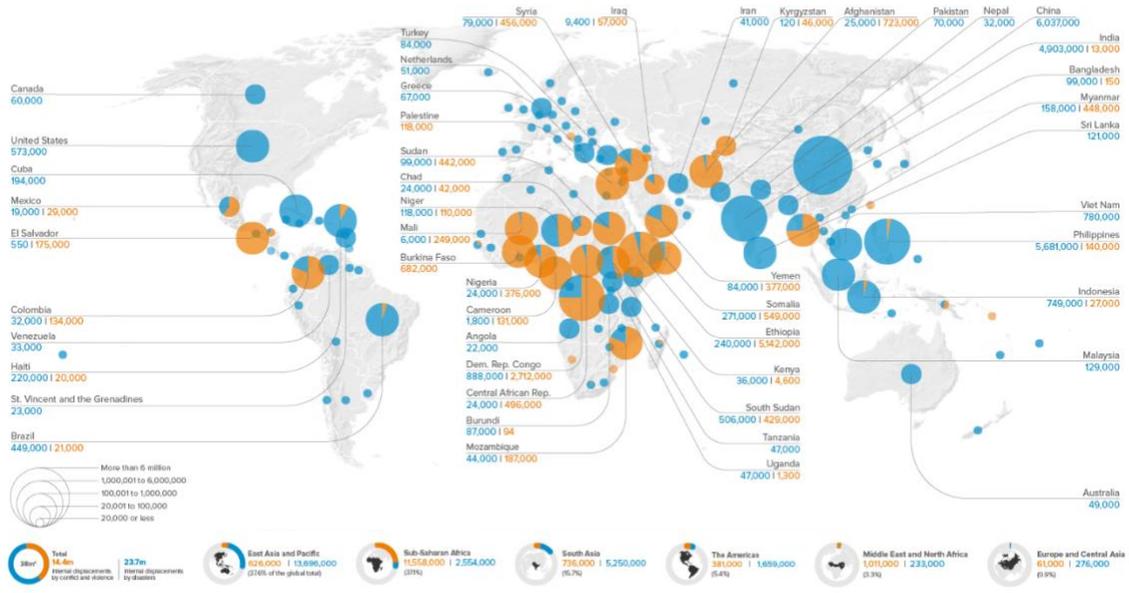
Annex E. Refugees, people in refugee-like situations and other people in need of international protection[27]

Table A: Largest refugee displacement flows 1980-mid-2022

Figure 1 | **Largest forced displacement flows across borders | 1980 – mid-2022**[15]

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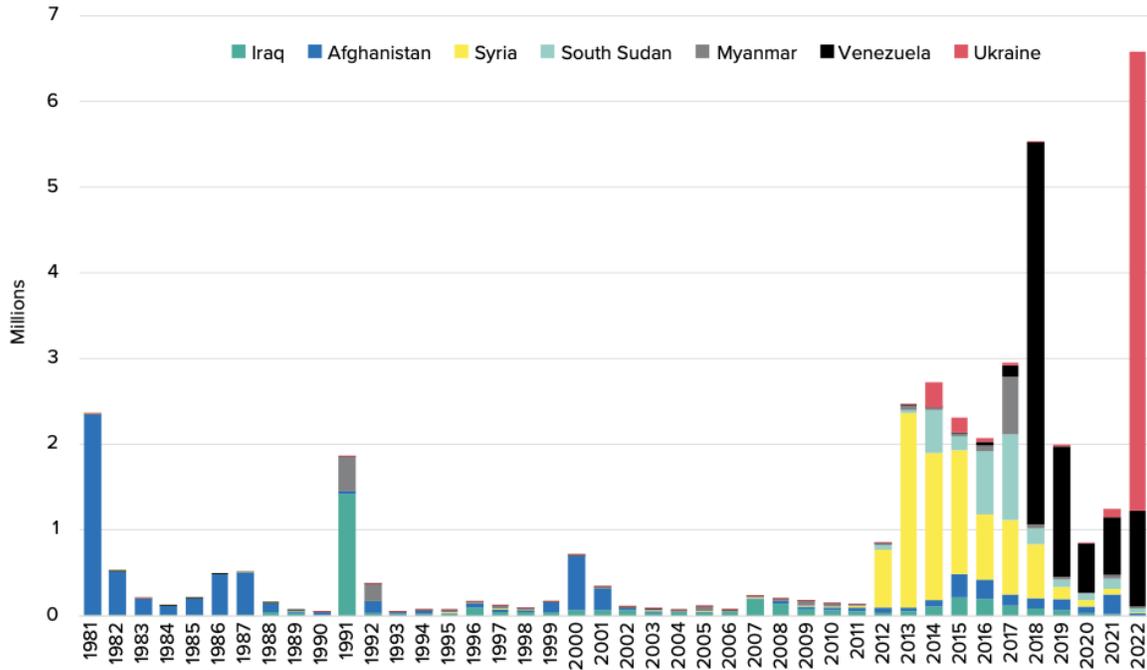
13 See: More than 100 million people are forcibly displaced.
14 The total number of people forcibly displaced is calculated using UNHCR, UNRWA and IDMC statistics. IDMC's statistics on internal displacement are only published annually, therefore the estimate is calculated using IDMC's end-2021 figure as a base and reflecting only changes in the statistics in the 34 countries in which UNHCR reported internal displacement during the first six months of 2022. The total new displacement is therefore likely to underestimate internal displacement globally.
15 See the new forcibly displaced population flow dataset.

[27] Tables A and B uploaded from UNHCR (2022) on 23 November 2022. UNHCR Mid-term Trend Report. Note on data: "All data are provisional and subject to change. Values have been rounded to the nearest one-hundred. A dash ("-") indicates that the value is zero, not available or not applicable."

Table B Statistics: Refugees, people in refugee-like situations and other people in need of international protection June 2022

Region of asylum	End-2021				Mid-2022				Change	
	Refugees[1]	People in refugee-like situations[2]	Other people in need of international protection[3]	Total	Refugees[1]	People in refugee-like situations[2]	Other people in need of international protection[3]	Total	Absolute	%
East and Horn of Africa, and Great Lakes	4,717,500	-	-	4,717,500	4,750,400	-	-	4,750,400	32,900	1%
Southern Africa	783,300	-	-	783,300	786,800	-	-	786,800	3,500	0%
West and Central Africa	1,488,400	-	-	1,488,400	1,529,600	-	-	1,529,600	41,200	3%
Total Africa	*6,989,200*	*-*	*-*	*6,989,200*	*7,066,800*	*-*	*-*	*7,066,800*	*77,600*	*1%*
Americas	708,800	30,000	4,406,400	5,145,200	660,300	30,000	5,342,100	6,032,400	887,200	17%
Asia and the Pacific	3,802,000	353,100	-	4,155,100	3,564,100	398,600	-	3,962,700	-192,400	-5%
Europe (incl. Türkiye)	6,972,100	32,000	-	7,004,100	10,738,800	1,749,000	-	12,487,800	5,483,700	78%
Middle East and North Africa	2,415,100	26,000	-	2,441,100	2,432,200	26,000	-	2,458,200	17,100	1%
Total	20,887,200	441,100	4,406,400	25,734,700	24,462,200	2,203,600	5,342,100	32,007,900	6,273,200	24%

[1] Refugees include individuals recognized under the 1951 Convention relating to the Status of Refugees, its 1967 Protocol, the 1969 Organization of African Unity (OAU) Convention Governing the Specific Aspects of Refugee Problems in Africa, the refugee definition contained in the 1984 Cartagena Declaration on Refugees as incorporated into national laws, those recognized in accordance with the UNHCR Statute, individuals granted complementary forms of protection, and those enjoying temporary protection. In the absence of Government figures, UNHCR has estimated the refugee population in many industrialized countries based on 10 years of individual asylum-seeker recognition.

[2] This category is descriptive in nature and includes groups of people who are outside their country or territory of origin and who face protection risks similar to those of refugees, but for whom refugee status has, for practical or other reasons, not been ascertained.