URBAN REFUGEE EDUCATION

Strengthening Policies and Practices for Access, Quality, and Inclusion

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Urban Refugee Education Roundtable

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Outline

- Situating the study

- Rationale and purpose of the study

- Methodology

- Global and national landscape: Laws and policies

- Policy implementation gap

- Shifting roles & responsibilities

- Recommendations

- Discussant: Elizabeth Ferris

- Small group discussions

Situating the Study: Global Statistics

65.3 million people forcibly displaced

21.3 million refugees

51% refugees under 18

41% refugees living in protracted settings

20 years average duration of displacement

86% refugees hosted in developing countries

60% refugees living in urban areas   (UNHCR 2015, 2016)

Situating the Study: Educational Access

50% Refugee children attend primary school

22% Refugee adolescents attend secondary school
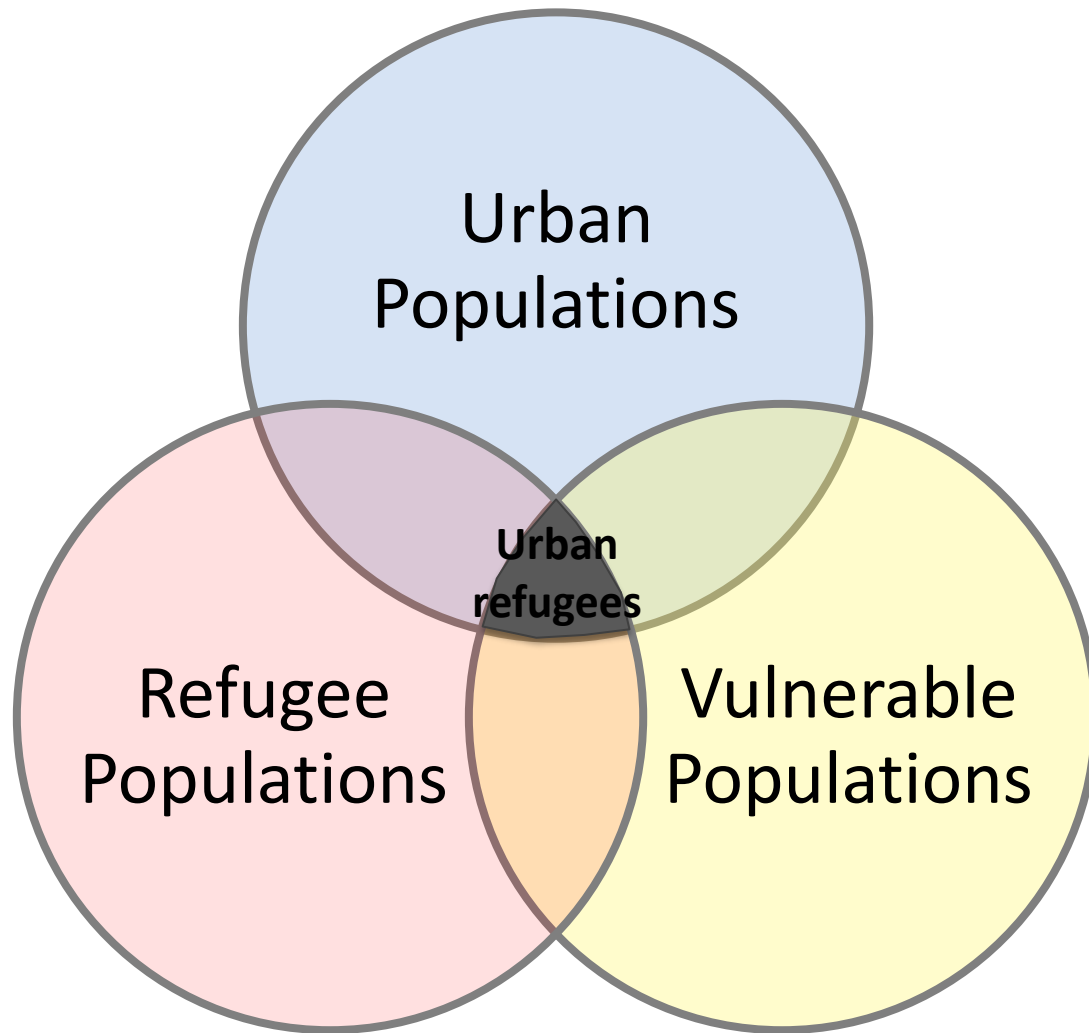
1% Refugee youth go to university

(UNHCR 2016)

Rationale

Why study urban refugees?

- Displaced outside of their countries

- Self-settled and dispersed throughout the city

- Self-reliant in terms of meeting their basic needs and finding educational and livelihoods opportunities

- Vulnerable to discrimination, exploitation and violence

Urban Distinctiveness

Rationale (cont.)

What makes urban settings different?

- National government actors play a lead role
- Diversity of actors working in urban spaces
- Complex logistics in identifying and reaching urban refugees

Purpose of the Study

- To examine existing policies and practices in urban refugee education to identify gaps, opportunities, and promising practices to better meet the distinct needs of urban refugees

Methodology

- Desk Review

- Global Survey: **190 respondents**
  - 16 countries (MENA, LA, SSA and Asia)
  - UN, NGOs, CBOs (no government)
  - Translated survey into 7 Languages
  - Cognitive interviews during survey development

- Case Studies: **90 participants**
  - Ecuador, Kenya, Lebanon
  - Government, UN, NGOs, CBOs, school principals, teachers

Methodology (cont.)

Selection of Survey Countries

- Stratified sample
  - Proportion of urban refugee population
  - Geographic diversity (4 regions)
- Limitations
  - Challenges collecting survey data from government participants
  - Not able to disaggregate the survey data at the country level

Methodology (cont.)

Selection of Case Study Countries

| Criteria	Ecuador	Kenya	Lebanon
Signatory status – 1951 Refugee Convention	Signatory	Signatory	Non-signatory
Duration of crisis	50+ years	25+ years	~ 5 years
Refugee demographics	Colombia	Somalia, South Sudan, Ethiopia	Syria, Iraq, Palestine
Presence of camps	No camps	Camps	Informal tented settlements
Geographic diversity	Latin America	Sub-Saharan Africa	Middle East

Global Survey & Case Study Countries

Study Countries
1. Cameroon
2. Costa Rica
3. Ecuador
4. Egypt
5. Iran
6. Jordan
7. Kenya
8. Lebanon
9. Malaysia
10. Pakistan
11. Panama
12. South Africa
13. Sudan
14. Turkey
15. Uganda
16. Venezuela

Quito, Ecuador

Beirut, Lebanon

Nairobi, Kenya
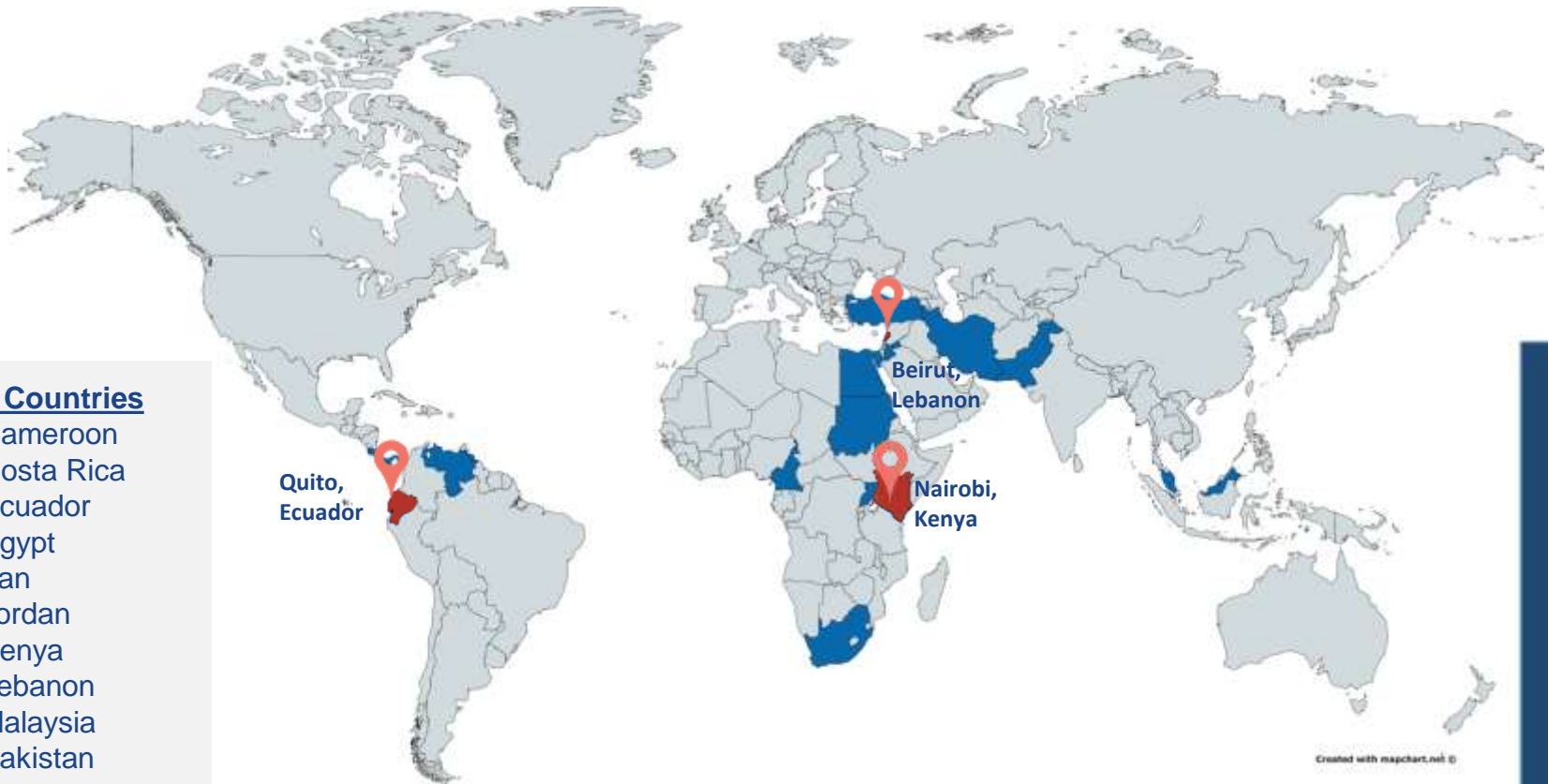
Created with mapchart.net ©

GLOBAL & NATIONAL LANDSCAPE: LAWS & POLICIES

Global Landscape: Legal

- **1951 Refugee Convention and its 1967 Protocol**
  - Article 22: "The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education."

- **International Covenant on Economic, Social and Cultural Rights**
  - Article 13: All children have the right to a primary education, which should be free.

- **Convention on the Rights of the Child**
  - Article 28: "the States Parties to the present Covenant recognize the right of everyone to education...(a) Primary education shall be compulsory and available free to all; (b) Secondary education in its different forms...shall be made generally available and accessible to all by every appropriate means."

Countries' International Obligations

	1951 Convention & 1967 Protocol	International Covenant on Economic, Social and Cultural Rights (ICESCR)-1966	Convention on the Rights of Child (CRC)-1989
Cameroon	🟩	🟩	🟩
Costa Rica	🟩	🟩	🟩
Ecuador	🟩	🟩	🟩
Egypt	🟨	🟨	🟩
Iran	🟨	🟩	🟨
Jordan	🟥	🟩	🟩
Kenya	🟩	🟩	🟩
Lebanon	🟥	🟩	🟩
Malaysia	🟥	🟥	🟨
Pakistan	🟥	🟨	🟩
Panama	🟩	🟩	🟩
South Africa	🟩	🟨	🟩
Sudan	🟩	🟩	🟩
Turkey	🟨	🟨	🟨
Uganda	🟩	🟩	🟩
Venezuela	🟨 *	🟩	🟩

🟩 Ratified with no reservations affecting education 🟨 Ratified with reservations affecting education 🟥 Did not ratify
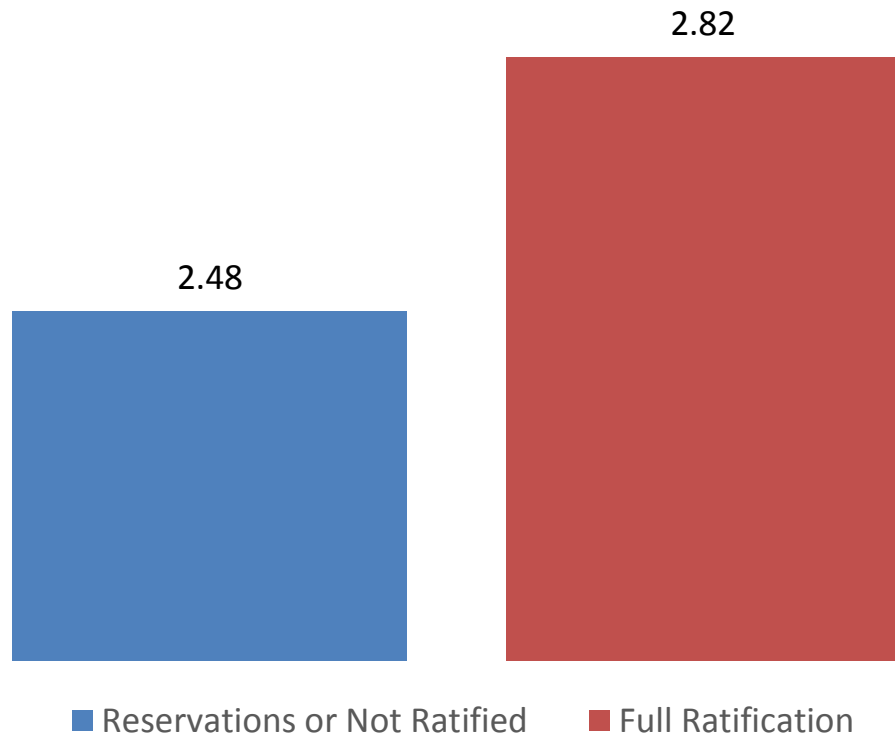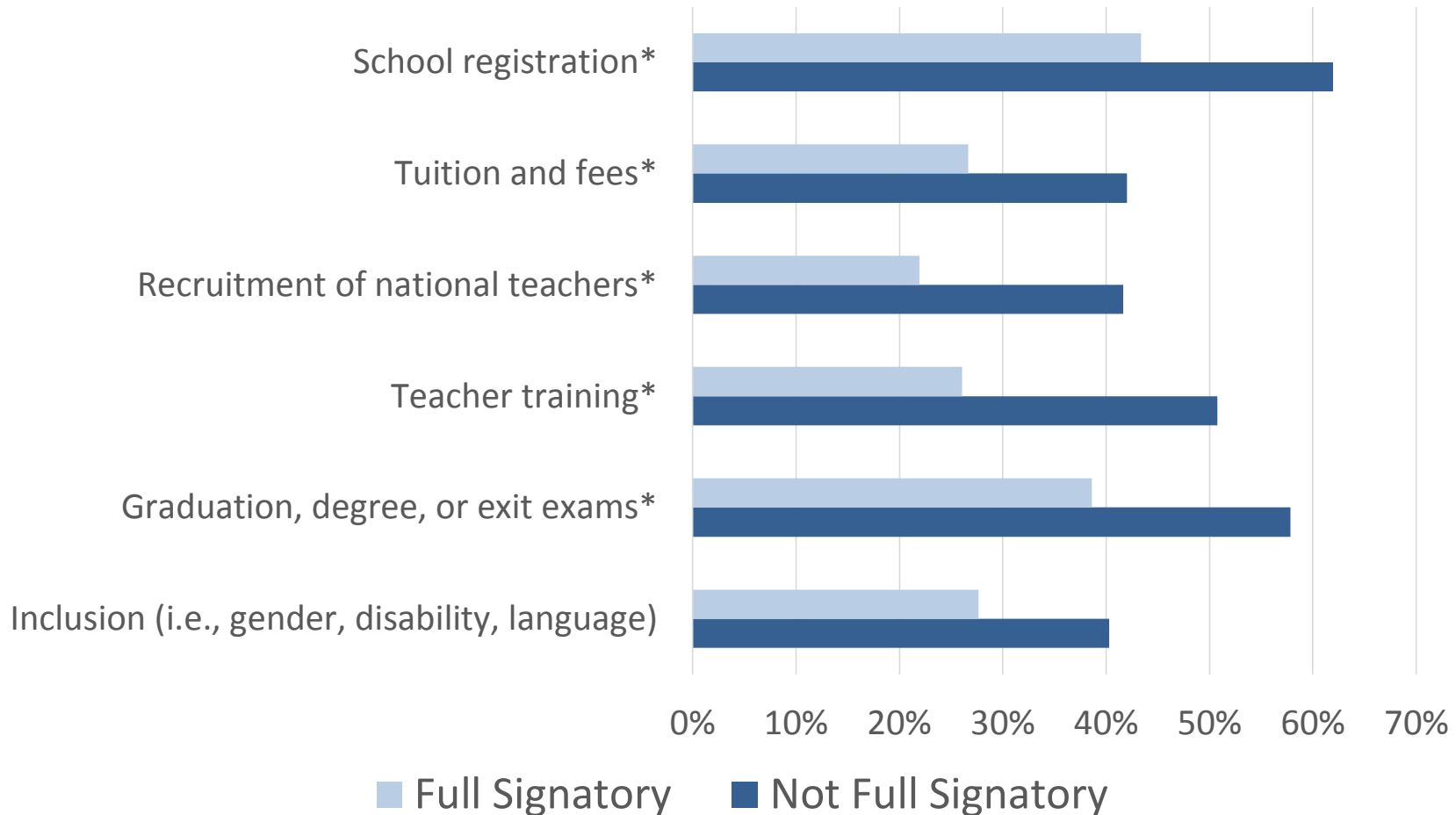
National Education Policies

How inclusive are national educational policies for urban refugees?
(Scale 1-4)

2.48

2.82

■ Reservations or Not Ratified   ■ Full Ratification

Note: Statistically significant difference in paired t-test (a = .05)

National Landscape: Specific Policies

Do These Policies Create Barriers to Urban Refugees' Education Access?
(% of Respondents)

Note: * denotes statistical significant difference in paired t-test (a = .10)

The Role of International Commitments

- Policy barriers still exist for all types of countries
- Yet, countries that have ratified all three international commitments are perceived to have *more inclusive policy environments* across many specific education policy domains

Challenges to Policy Formation

- Non-existent or unclear operating procedures

- Shifting and volatile policy environments

- Contradictory policies and misalignment between government offices

Case Study Example

- **Ecuador:** Progressive 2008 Constitution (universal citizenship) vs. regressive migratory laws

  - *"If we are a country of universal citizenship, it [should] not [be] possible to have places where people are detained for deportation"* (INGO Representative)

Opportunities for Alignment

- Policies that benefit both the host and the refugee community:
  - In Lebanon, donor aid helps to eliminate school fees for *all Lebanese students in public schools*

POLICY IMPLEMENTATION GAP

Policy Implementation Gap

"*What happens is that the intended policy on refugee issues is all good in writing; however…this doesn't actually, concretely, happen.*" (Ecuador)

"The policy environment is *"over-legislated, under implemented."* (Kenya)

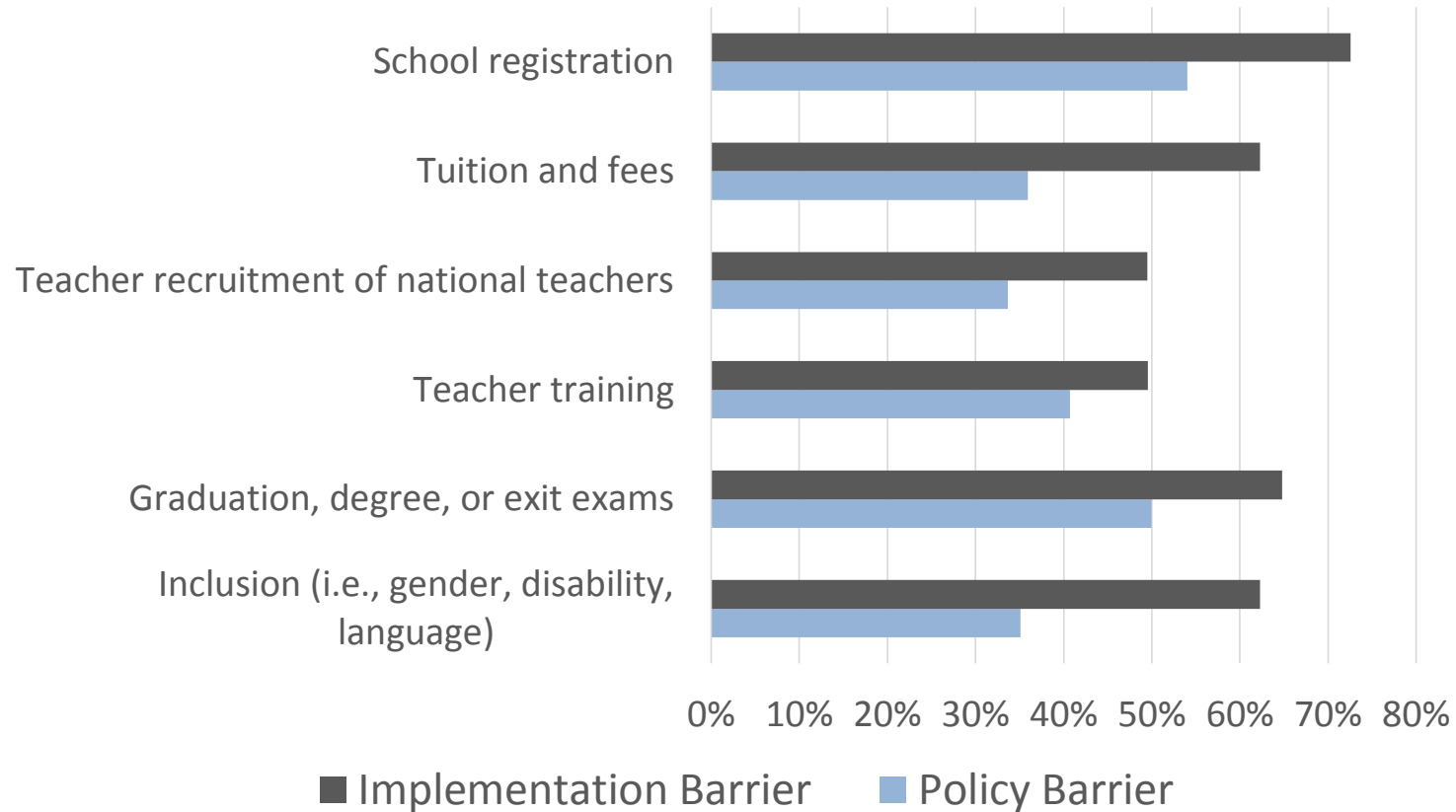"*Policies are great…. It's just the actual implementation is really lagging.*" (Lebanon)

Implementation

Does Policy or Implementation Create a Barrier?
(% of Respondents)

Challenges to Policy Implementation

In urban settings, implementation depends to large extent on national and local governmental actors, creating both *bureaucratic and political hurdles*

Bureaucratic and Systemic Challenges

- Limited space in government schools
- Limited capacity to implement and monitor
- Lack of information about policies

Political Challenges

- Autonomy of local and school administrators
- Rising xenophobia against refugee populations

Case Study Example

Kenya: *"When they advertise for the new intake, they had two calendar dates -- they had a calendar for the Kenyans. That was [in] November before school closed for December, and they [told] refugees and foreigners to come [in] January next year. So when you come [in] January next year, the school will be full...They discriminate in that way"* (NGO Representative, February 2016).

SHIFTING ROLES & RESPONSIBILITIES

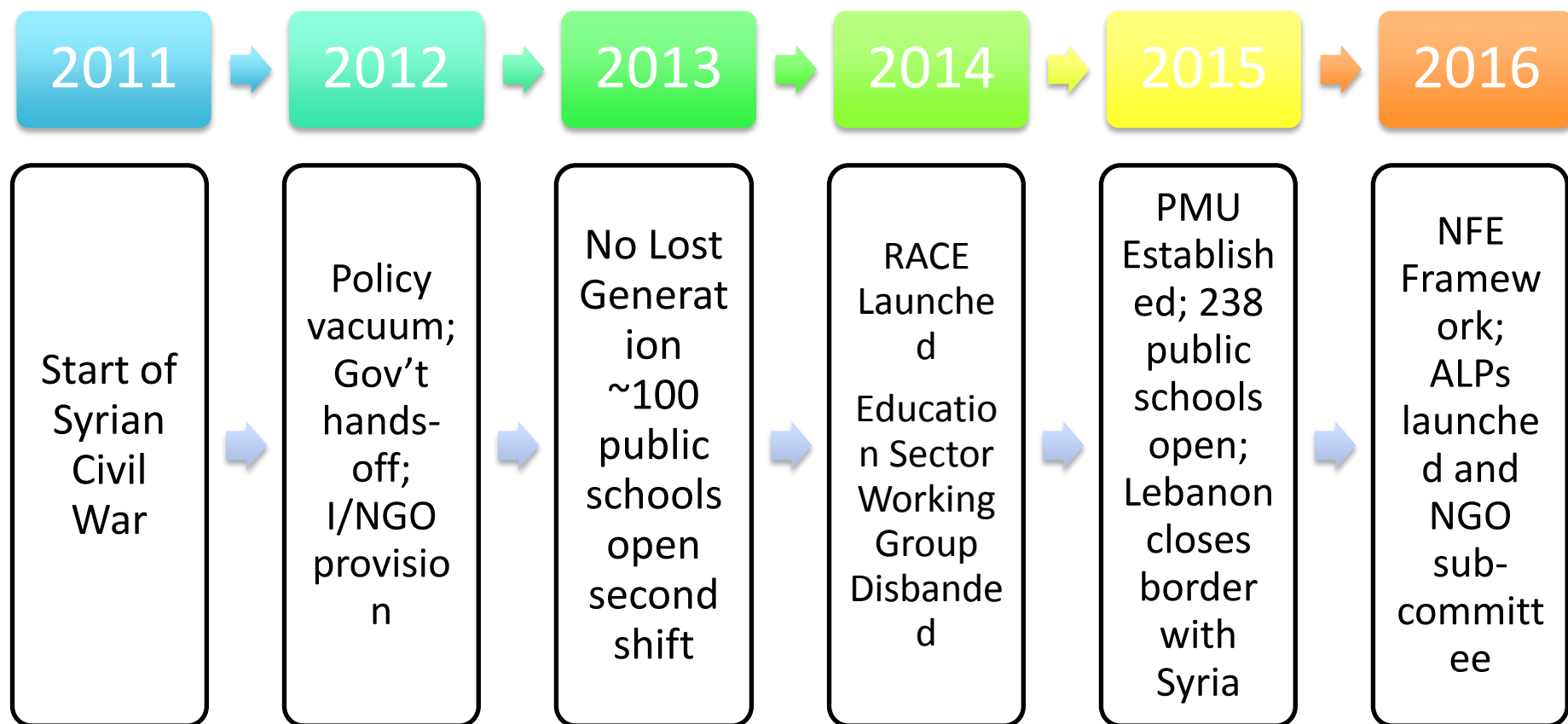# Challenges of Working in Urban Spaces
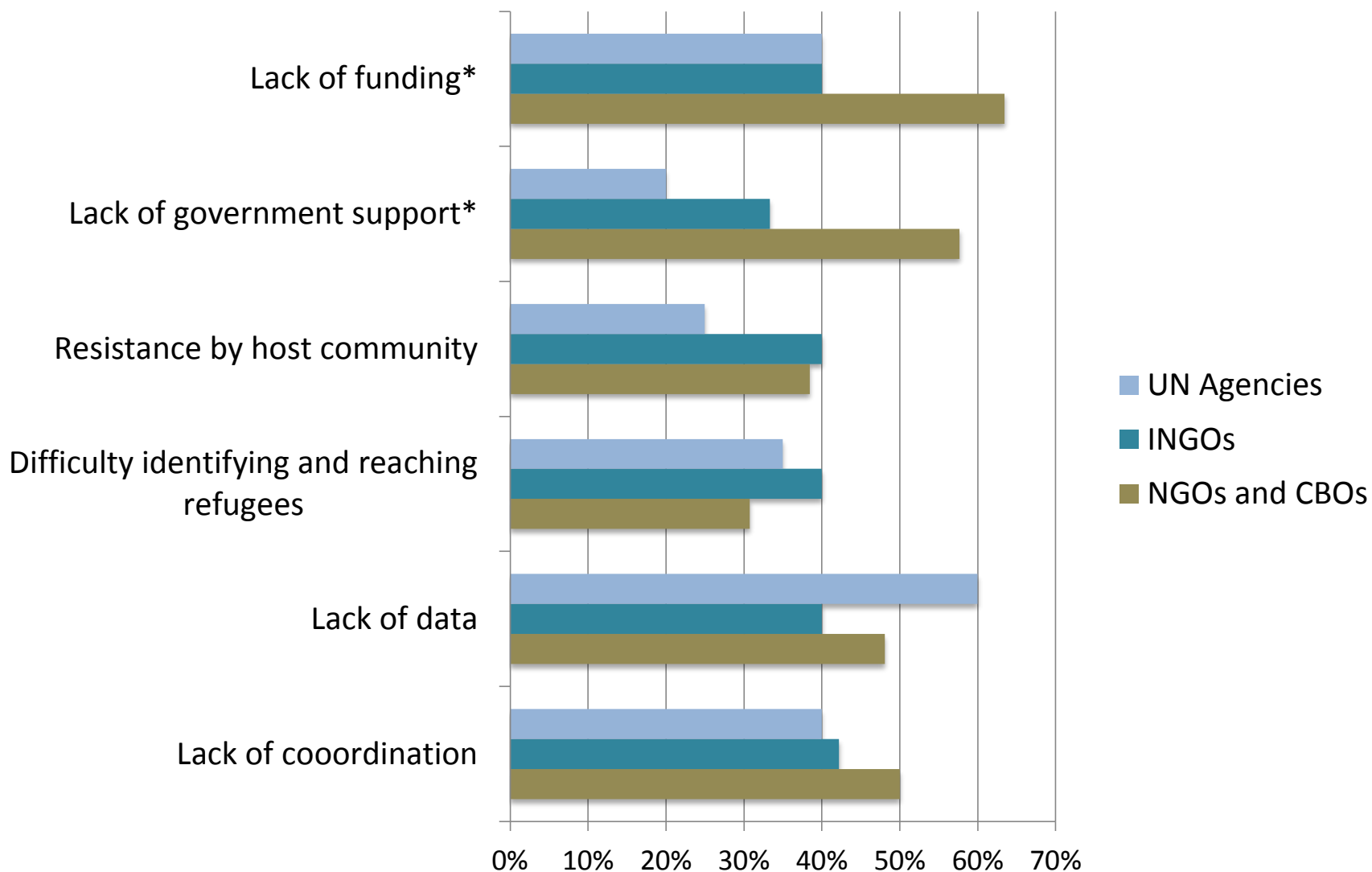
Shifting Roles & Responsibilities

- Urban spaces require actors to adapt approaches to refugee education
  - Government assumes lead in provision of schooling
  - UN, NGOs, CBOs play complementary and supportive roles
  - Current and new actors explore new areas/models of technical assistance, programming, services across the humanitarian and development sectors

Case Study Example: Lebanon

2011	2012	2013	2014	2015	2016
Start of Syrian Civil War	Policy vacuum; Gov't hands-off; I/NGO provision	No Lost Generation ~100 public schools open second shift	RACE Launched Education Sector Working Group Disbanded	PMU Established; 238 public schools open; Lebanon closes border with Syria	NFE Framework; ALPs launched and NGO sub-committee

Summary of Key Points

- Integration into public schools is the most comprehensive approach, but it is not sufficient

- Governments assume lead in policy formation and implementation, which poses new opportunities and challenges

- All actors need to adjust approaches (considering both host and refugee populations) and differentiate roles

SELECT RECOMMENDATIONS

Recommendation 1: More and Better Data

<u>All Actors</u>

Design a multi-stakeholder data collection and management system that is shared across all key actors, that both allows for close monitoring *and* protection of refugee students' information in terms of educational access and achievement.

Recommendation 2: Policy Formation & Reform

Donors, UN, NGOs

Raise awareness and create opportunities (e.g. field visits) for government authorities and policymakers to visit and interact with representatives from refugee communities as well as host schools and communities to ensure that policies reflect the distinct needs of urban refugees.

Personalizing politics

One day while we were out [the MoE official] came back and she was very emotional that day... [S]he said 'This could happen to me. I could have easily become a refugee in 2007 when war broke out in Kenya. What would have happened to me? Would my children have been denied education if I went to Uganda? Would my children be in school learning? And how will they be learning?'"

(NGO representative, February 2016)

Recommendation 3: Policy Formation & Reform

Governments

Ensure that different governmental offices (e.g. immigration, security, labor, education) align their policies in support of the provision of urban refugee education.

Recommendation 4: Policy Implementation

Governments

Establish, disseminate and build capacity for the use of standard operational procedures to guide policy implementation across all actors.

UN and NGOs

Support government actors to develop these procedures.

Recommendation 5: Policy Implementation

Governments, UN, NGOs

Establish mechanisms to inform and support local civil servants and school principals to effectively implement policies by holding meetings, offering training workshops, and facilitating school visits.

Recommendation 6: Teachers

<u>Governments, Donors, UN, NGOs, CBOs</u>

Augment pre- and in-service teacher training approaches to help host country teachers better understand the needs of refugee learners in their classrooms

Recommendation 7: Countering Xenophobia

<u>Government, NGOs, CBOs</u>

Develop new models and programs (e.g. arts, sports, education) to raise awareness and combat xenophobia and stereotypes against refugee populations.

DISCUSSANT
Dr. Elizabeth Ferris

Small Group Discussions

Table #s	Small Group Discussion Questions
1, 2	What are specific strategies for policy harmonization and alignment across government offices that support urban refugee education?
3, 4	What are specific strategies for policymaking and sector planning that are resilient to the volatile policy environment and new emergencies?
5, 6	What are specific strategies and/or good models for supporting implementation of education policies at sub-national, community and school levels?
7	If you could reset the roles and responsibilities of key actors providing education in the humanitarian sector, what would they look like? What new partnerships should be formed in the process?
8, 9	What are new and innovative models for providing education programming and services to urban refugees?
10	What would you prioritize as the outstanding research and evaluation questions that we need to address about urban refugee education?

Q&A

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