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Report of the Special Rapporteur on the right to education

Note by the Secretary-General

The Secretary-General has the honour to transmit to the General Assembly the report of the Special Rapporteur on the right to education, Koumbou Boly Barry, submitted in accordance with Human Rights Council resolutions 8/4 and 26/17. In her report, the Special Rapporteur focuses on the right to education for refugees.

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Summary

In the present report, the Special Rapporteur reviews the situation of refugees with regard to the right to education, in particular in the context of achieving the Sustainable Development Goals. Reports on the broader issue of education in emergencies were presented to the Human Rights Council (A/HRC/8/10) and the General Assembly (A/66/269) by previous incumbents. The Special Rapporteur considers that it is relevant to follow-up on the issue in today's context. She touches on the specific challenges refugees face in their quest for quality education at all levels, reflects on some best practices and innovations set in place in countries and proposes recommendations to overcome challenges in this area. The Special Rapporteur concludes by calling upon States to ensure access to inclusive quality education for refugees in line with Goal 4 of the Sustainable Development Goal, by mainstreaming this in their national plans and strategies.

Contents

I. Introduction

1. The present report is submitted pursuant to Human Rights Council resolutions 8/4 and 35/2. In the report, the Special Rapporteur focuses on the situation of refugee and the right to education, and addresses the importance of equal access of refugees to quality education at all levels.

2. The issue of refugees is linked to the economic, political and social dynamics of humanity and has always been an intricate part of world history. Refugees are persons who have fled their country because of a risk of violence or persecution, including in the event of their return home. Of the world's nearly 25.4 million refugees, over half are under the age of 18, including many who are unaccompanied or separated from their families.[1] In total, 58 per cent of refugees live in urban areas, as opposed to camps or rural areas.[2] As the Special Rapporteur indicated in her previous report to the General Assembly (A/72/496), the average time that a refugee spends in exile is about 20 years. A total of 85 per cent of the world's refugees are hosted in developing regions, with more than one quarter in least developed countries, a fifth of whom are Palestinians under the care of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA). Of the remainder, for whom the Office of the United Nations High Commissioner for Refugees (UNHCR) is responsible, two thirds come from just five countries: the Syrian Arab Republic, Afghanistan, South Sudan, Myanmar and Somalia.[3] Some refugee camps remain in existence for decades, with some refugees having children and even grandchildren born there. Those children have no access to the school system of the country from which they have fled and, unfortunately, not all countries that host refugee populations make provisions for the education of refugee children, adolescents or adults.[4]

3. In the present report, the Special Rapporteur considers the challenges refugees face in their efforts to continue their education in host countries. She also highlights State engagement, as well as the best practices and innovative solutions being implemented by States, organizations and other stakeholders involved in the education of refugees, and makes recommendations to the main stakeholders.

II. Activities undertaken during the reporting period

4. During the period since her previous report to the Assembly, the Special Rapporteur presented to the Human Rights Council at its thirty-eighth session a thematic report on governance and accountability and the right to education (A/HRC/38/32). In the report, she considered how the right to education should be mainstreamed by incorporating a rights-based approach that would ensure not only non-discrimination and equitable access for all, but also that those who were hardest to reach, including members of vulnerable groups, were prioritized, even if such decisions were counter to the traditional emphasis on efficiency.

5. The Special Rapporteur participated in a number of public events on education and continued to collaborate with States, international organizations and non-governmental organizations (NGOs).

[1] www.unhcr.org/figures-at-a-glance.html?query=over%20half%20are%20under%20the%20age%20of%2018.

[2] www.unhcr.org/en-us/news/press/2018/6/5b27c2434/forced-displacement-above-68m-2017-new-global-deal-refugees-critical.html.

[3] Ibid.

[4] http://educateachild.org/explore/barriers-to-education/refugees.

6. The Special Rapporteur carried out a country mission to Côte d'Ivoire from 4 to 11 December 2017. There, she met with stakeholders and visited educational institutions in Abidjan, Bouake and Yamoussoukro. Her report on the mission was presented to the Human Rights Council at its thirty-eighth session (A/HRC/38/32/Add.1). In that report, she observed that, despite the challenges, the country was a good example in terms of law, public expenditure on education and gender inclusive policies.

7. On 26 October 2017, she participated in an online discussion hosted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to mark the launch of the Youth Report, the youth version of the Global Education Monitoring Report.

8. On 12 December 2017, the Special Rapporteur then participated via webcast in the online/digital launch of the UNESCO Youth Report.[5]

9. The Special Rapporteur also attended the Global Partnership for Education Financing Conference, held in Dakar on 1–2 February 2018.

10. From 25 to 29 March, the Special Rapporteur attended the 62nd annual Conference of the Comparative and International Education Society, held in Mexico City, on the theme "Re-mapping Global Education". There, she sat on a panel on the privatization of education in the francophone countries, and gave a presentation on the issue of States' obligations under international human rights law.

11. The Special Rapporteur recorded a video message on accountability in education that was presented at a seminar on the right to education organized by the UNESCO Chair for the Right to Education, held in Brazil on 23 April 2018.

12. On 14 June, she also participated as a panellist in an intersessional workshop on the right to peace, organized in Geneva by the Office of the United Nations High Commissioner for Human Rights.

III. Background

13. In 2016, education in humanitarian situations in general, and for refugees in particular, became the focus of the Supporting Syria and the Region conference, the World Humanitarian Summit, the General Assembly and the Leaders' Summit on the Global Refugee Crisis. Education for refugees was also a principal driver of the establishment of Education Cannot Wait, a global fund for education in emergencies.[6]

14. As stated in the UNHCR report entitled "Left Behind: Refugee Education in Crisis",[7] the education of young refugees is crucial to the peaceful and sustainable development of the countries that have welcomed them, and to their homes when they are able to return. Yet compared with other children and adolescents around the world, the gap in opportunity for refugees is growing ever wider.

15. As the above report states, in 2016, of the 6.4 million school-age refugees under the mandate of UNHCR, only 2.9 million were enrolled in primary or secondary education. More than half of them — 3.5 million — did not attend school.

16. UNHCR estimates in the report that only 61 per cent of refugee children have access to primary education, compared with the global average of more than 91 per

[5] UNESCO, *Accountability in Education: Meeting Our Commitments* (Paris, 2017), available at http://unesdoc.unesco.org/images/0026/002606/260653e.pdf.

[6] See www.promisingpractices.online/synthesis-report/.

[7] UNHCR, *Left behind: refugee education in crisis* (Geneva), available at www.unhcr.org/59b696f44.pdf.

cent. As they get older, the gap widens: only 23 per cent of refugee adolescents — and just 9 per cent in low-income countries — are enrolled in secondary school, compared with 84 per cent globally. At the tertiary school level, despite big improvements in overall numbers thanks to investment in scholarships and other programmes, the percentage drops to just 1 per cent, compared with 36 per cent at the global level.

17. In a 2011 study,[8] UNHCR reported that education was one of the highest priorities of refugee communities. Yet UNHCR had insufficient support to guarantee the right to education for refugee children and young people. The lack of high quality and protective education for refugees stood in the way of meeting Education for All goals, of achieving durable solutions and of sustainable development and reconstruction of home and host countries.

18. At the end of 2017, approximately 85 per cent of all refugees were hosted in countries in developing regions, including Turkey, Pakistan, Uganda, Lebanon, the Islamic Republic of Iran, Bangladesh, the Sudan, Ethiopia and Jordan, many of which were already dealing with substantial barriers to sustainable development[9] and now faced additional difficulties.

19. Regardless of the challenges, the relevant international legal framework provides for the obligation of States to provide refugees with basic education.

IV. International law and agreements providing for the education of refugees

A. International law

20. The right to basic education for refugees is specifically guaranteed by the Convention Relating to the Status of Refugees, which states in its article 22 that refugees should have the same treatment as nationals with respect to elementary education and treatment as favourable as possible with respect to other education levels.

21. Other international treaties and instruments de facto provide protection for the right of refugees to education through an obligation to provide basic education without discrimination. For example, the UNESCO Convention against Discrimination in Education proscribes any form of discrimination, including on the basis of national or social origin, in connection with the right to education; its article 4 requires States parties to create national policies that promote equality of opportunity and of treatment in the field of education. Article 13 of the International Covenant on Economic, Social and Cultural Rights, as interpreted by the Committee on Economic, Social and Cultural Rights in its general comment No. 13 (1999) on the right to education, provides for education that is accessible to all, especially the most vulnerable groups, in law and fact, without discrimination on any basis, including race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Article 28 of the Convention on the Rights of the Child recognizes the right of the child to education on an equal basis, while article 29 explains the aims of education and article 22 specifically obliges States parties to

[8] UNHCR, *Refugee Education: a Global Review* (Geneva, 2011), available at www.unhcr.org/en-us/research/evalreports/4fe317589/refugee-education-global-review-sarah-dryden-peterson-november-2011.html.

[9] UNHCR, “Global Trends: Forced Displacement in 2017”, available at www.unhcr.org/5b27be547.

take appropriate measures to ensure that refugee children enjoy applicable rights under the Convention.

22. The right to education without discrimination is also set out in regional conventions, such as: Protocol 1 (1952, art. 2) of the European Convention for the Protection of Human Rights and Fundamental Freedoms, the European Social Charter (revised) (art. 17.2); the Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights (arts. 13 and 16); and the African Charter on the Rights and Welfare of the Child (art. 11).

Sustainable Development Goal 4, the Incheon Declaration, the Inter-agency Network for Education in Emergencies Minimum Standards and the New York Declaration for Refugees and Migrants

Sustainable Development Goal 4 and the Incheon Declaration and Framework for Action

23. The aim of Goal 4 of the Sustainable Development Goals — one of 17 global goals aimed at ending poverty, protecting the planet and promoting prosperity for all — is to deliver inclusive and quality education for all and to promote lifelong learning.

24. The Incheon Declaration and Framework for Action,[10] adopted in May 2015 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, explicitly commits in its paragraph 11 to developing more inclusive, responsive and resilient education systems to meet the needs of children, young people and adults in the context of conflict and crisis, including internally displaced persons and refugees.

25. Both Goal 4 and the Framework for Action focus on inclusion and equity, signalling the need for increased efforts, especially aimed at reaching those who are marginalized or in vulnerable situations. Paragraph 11 of the Incheon Declaration and paragraph 26 of the Framework for Action stressed the importance of instituting measures to develop inclusive, responsive and resilient education systems to meet the needs of children, young people and adults in crisis contexts, including internally displaced persons and refugees.

Inter-Agency Network for Education in Emergencies Minimum Standards

26. The Inter-Agency Network for Education in Emergencies Minimum Standards for Education,[11] building on international human rights and humanitarian law, express a commitment that all individuals — children, young people and adults — have a right to education during emergencies and fragile contexts.

New York Declaration for Refugees and Migrants

27. The New York Declaration for Refugees and Migrants, signed in 2016 by 193 countries, emphasizes education as a critical element of the international response to the refugee crisis. In it, signatories committed to providing quality primary and secondary education to all refugee children and to supporting and promoting early childhood education, as well as tertiary education and vocational training. The signatories declare that access to quality education, including for host communities, gives fundamental protection to children and young people in displacement contexts, particularly in situations of conflict and crisis.

[10] Available at http://unesdoc.unesco.org/images/0024/002456/245656e.pdf.

[11] Available at www.unicef.org/eapro/Minimum_Standards_English_2010.pdf./.

28. The Declaration lays out a vision for a more predictable and comprehensive response to such crises, known as the comprehensive refugee response framework. It calls for greater support to refugees and the countries that host them. The Declaration, inter alia, calls for the development of a global compact on refugees to strengthen the international response to large movements of refugees and protracted refugee situations, the key objectives of which are: to ease the pressures on host countries; to enhance refugee self-reliance; to expand access to third-country solutions; and to support conditions in countries of origin for return in safety and dignity.[12] The Special Rapporteur fully supports the global compact on refugees, currently being finalized, which she considers will provide better support and assistance to refugee populations and host countries within an international framework.

B. Member State pledges at the Leaders' Summit on the Global Refugee Crisis[13]

29. At the Leaders' Summit on the Global Refugee Crisis, held the day after the New York Declaration was adopted, 47 States committed to delivering concrete changes to help refugees thrive. Some commitments included legal and policy change, such as providing refugees with enhanced access to education, lawful employment, and to existing social services in the countries in which they live.[14]

30. Bangladesh successfully completed a census of the undocumented Rohingya population and pledged to allow informal education initiatives in order to increase access to education for that population.

31. Cameroon pledged to undertake, in cooperation with the UNHCR, to strengthen refugee access to education by establishing schools in camps and making teaching personnel available. It also pledged to undertake to continue and strengthen the access of refugees, under conditions equal to those afforded to nationals, to institutions of higher learning.

32. Canada pledged $28.3 million (Can$ 37.8 million) in multi-year funding in support of the global response of UNHCR, $14.98 million (Can$ 20 million) to the Education Cannot Wait fund, $553,000 (Can$ 739,000) through the International Development Research Centre to improve the accessibility and quality of learning for refugee and host community children and to build the capacities of teachers and educators in up to 25 schools in Jordan and Lebanon.

33. Chad pledged to assume responsibility for and improve access to secondary education for approximately 75,000 refugee children in eastern Chad over the course of the coming five years by: (a) providing sufficient textbooks to schools hosting refugees; (b) accrediting qualified refugee teachers and allowing them to teach in camp, public and private schools; and (c) increasing the number of qualified teachers in public schools with refugee students. It also pledged to facilitate refugees' access to tertiary education by encouraging universities to offer refugees the same tuition as Chadian students.

34. Czechia pledged to offer 20 scholarships for Syrian students.

35. Djibouti pledged to give all refugee children access to accredited education by: (a) committing to assess and train an adequate number of refugee teachers to teach the refugee population hosted by Djibouti; (b) working with the Government of Kenya to establish certificate equivalency for the English-language curriculum taught in

[12] See www.unhcr.org/towards-a-global-compact-on-refugees.html.

[13] Information on pledges made by States is taken from www.unhcr.org/58526bb24.

[14] www.unhcr.org/comprehensive-refugee-response-framework-crrf.html.

refugee camps in Djibouti; and (c) convening a regional refugee education meeting among refugee education technical experts to reach agreement on certificate equivalency.

36. Ethiopia pledged to increase the enrolment of refugee children — without discrimination and within available resources — from approximately 148,361 students to 212,800 students overall, including by: (a) increasing refugee preschool enrolment from 46,276 to 63,000; (b) increasing refugee primary school enrolment from 96,700 to 137,000; (c) increasing refugee secondary school enrolment from 3,785 to 10,300; and (d) increasing refugee enrolment in higher education from 1,600 to 2,500.

37. France pledged to contribute approximately $218 million (€200 million) in aid to the Syrian crisis through contributions to international organizations and NGOs and through scholarships, including $109 million (€100 million) in aid to Lebanon, half of which was earmarked for education.

38. Greece pledged to establish an education plan that enabled migrant and refugee minors to access public education in the 2016/17 school year.

39. Jordan pledged to implement the Jordan Compact, which had been announced on 4 February 2016 at the Supporting Syria and the Region conference, and in which it had committed, dependent on the level of international assistance received, to allow all children in Jordan to attend school, including an additional 50,000 Syrian refugees to attend Jordanian public schools for the 2016/17 school year.

40. Kenya pledged to undertake several self-reliance and inclusion measures for refugees in Kenya, including the implementation of the guidelines on the admission of non-citizens to basic education and training institutions in Kenya, which would facilitate the enrolment of refugees and other non-citizens in Kenyan schools.

41. Lebanon reaffirmed its continued commitment to facilitating access to public schools of displaced Syrian children of school age.

42. Pakistan extended the validity of “proof of registration” cards and, on 19 July 2016, reaffirmed the constitutional right of Afghan refugees to gain access to public schools. Provincial-level actions to broaden awareness of that right included the incorporation in Baluchistan of refugees into its provincial education plans and public statements in Khyber Pakhtunkhwa affirming refugees’ right to have access to public schools. As a step towards achieving the goal of universal enrolment, Pakistan would work with the United States of America, UNHCR and other potential donors to ensure that at least 29,000 additional refugee students were able to attend school in Pakistan in the coming year.

43. Portugal pledged 100 to provide scholarships for Syrian students to study at Portuguese universities through the Global Platform for Syrian Students.

44. Rwanda pledged that, by 2018, it would integrate 35,000 refugee students in secondary schools and 18,000 in primary schools. Currently, only half of all refugee students were integrated into the national school system. The measure would eliminate the need for most parallel camp-based education structures and boost secondary school enrolment.

45. Saudi Arabia pledged to support 7,950 Syrian students studying at Saudi universities for the 2016/17 academic year, of which at least 3,000 had been or would be admitted from outside Saudi Arabia, and to permit 3,880 Yemenis to study at Saudi universities for the same academic year, many of whom had been admitted in 2016.

46. Slovakia pledged to award 30 scholarships to Syrian students to study there in 2016, and to give 520 additional government scholarships in the period 2017–2021.

47. The United Republic of Tanzania pledged to improve the quality of protection for refugees there by specifically enhancing their access to education and the domestic labour market.

48. Thailand pledged to ensure access to education for all children living in temporary shelters and aimed to provide educational opportunities to at least 28,000 children in the near future. In addition, it would enhance skills training to displaced persons from Burma, with possible income earning opportunities.

49. Turkey said it was aiming to enrol 450,000 refugee students in its public schools in the 2016/17 school year.

50. Uganda pledged to continue its settlement approach and provide access to education and legal employment for some 120,000 newly arrived refugees in 2016. Its approach included two new settlements, including access to employment, education and health care.

V. National perspectives

51. At the end of 2014, the average length of exile in 33 protracted refugee situations was 25 years, nearly three times as long as in the early 1990s. This meant that, for a large number of refugees, education planning had to go beyond short-term emergency provision and be sustained using multi-year development plans. As indicated above, 85 per cent of all refugees are hosted in developing countries, some of which have weak education systems and limited capacity to support new populations. Moreover, refugees are often concentrated in the most educationally deprived regions of host countries, such as Iraqi and Syrian refugees in poor areas of Jordan, Syrian refugees in south-eastern regions of Turkey, and Sudanese refugees in eastern Chad. Since the mid-2000s, education for refugee children has improved in some countries but stagnated in others, with significant differences among countries. This wide divergence in access to and quality of education is due to several factors, including differences in refugees' rights to education, certification that varies according to national legislation, language differences, difficulties in dealing with large influxes of displaced people and long-lasting refugee situations. In 2015, primary-school enrolment rates averaged 80 per cent in selected refugee sites in Egypt, the Islamic Republic of Iran and Yemen but only 43 per cent in Pakistan and 56 per cent in Ethiopia. Access to secondary education was particularly limited for refugees in many countries. In Bangladesh, Kenya and Pakistan, less than 5 per cent of adolescents between 12 to 17 years of age were enrolled in secondary education. In many refugee camps, secondary education services met only a fraction of the demand. For example, in the Dadaab refugee camps in Kenya, there were 33 primary schools but only seven secondary schools, which were running at double their capacity to accommodate just 13 per cent of the adolescent population.[15]

52. At the end of 2017, Bangladesh hosted the seventh largest refugee population in the world. The number of refugees had increased from 276,200 at the beginning of the year to 932,200 at year-end, more than half of whom were under the age of 18 years.[16] Stateless persons figured highly among the refugee population, which largely comprised members of the Rohingya community. That placed refugees at a double disadvantage, with many children and young people unable to enrol in school, register for exams or receive certification.[17]

[15] See UNESCO, policy paper No. 26, "No more excuses", available at http://unesdoc.unesco.org/images/0024/002448/244847E.pdf.

[16] UNHCR, "Global Trends".

[17] UNESCO, "No More Excuses".

53. In some countries, the sheer size of the refugee population negatively impacts efforts to enrol refugee children in school. As at March 2018, Syrian refugees registered in Lebanon by UNHCR represented 20 per cent of the country's population. The massive influx of refugees has placed a significant strain on existing resources and host communities.[18] In 2014, despite the introduction of a "double shift" system whereby one set of students studies early in the morning and another in the afternoon and evening, only 50 per cent of refugee children were enrolled.[19]

54. One of the oldest and largest protracted refugee situations is that of Palestinians, which dates back to 1948. Almost five million Palestinian refugees registered with UNRWA live in Jordan, Lebanon and the Syrian Arab Republic, as well as Gaza and the West Bank. In 2015, UNRWA provided primary and lower secondary education to around half a million Palestinian children. In Gaza, more than 95 per cent of school-age children attended school in the 2015/16 academic year, but early childhood provision remains limited, except at schools in Lebanon. Moreover, most UNRWA schools operate only up to grade 9, and while students are entitled to join secondary school systems in their host countries, many have trouble making the transition.[20]

55. Cameroon, Chad, the Niger, Pakistan and South Sudan have included potential mass movements of refugees or internally displaced persons in their national education plans.[21]

56. At the national level, many countries have legislation that guarantees education for refugees. For example, immigration law in Italy (legislative decree No. 286/1998, as amended, known as the Immigration Law) provides that, with respect to, inter alia, access to mandatory school education, there is no obligation to produce residence documentation in order to enrol a child at a school. That means that even the children of illegal immigrants can be admitted to the school system.

57. In Sweden, under ordinance 2001:976, asylum-seeking children and young people essentially have the same right to education in preschool, school and after-school centres as Swedish residents. Local municipalities receive funding from the Swedish Migration Agency for the education costs of those students.

58. In New Zealand, refugees have the right to access free, publicly funded education. The Ministry of Education provides additional support, both funding and expertise, to schools that work with refugees and asylum seekers.

59. In Uzbekistan, the Constitution, the 1997 Law on Education and international treaties promote access to education for everyone. In practice, there are some difficulties in gaining access to education, such as municipal registration requirements, documentation such as passports and knowledge of the language. Scholarships and tuition waivers are also provided, although with priority given to citizens.

VI. Refugee education: issues and challenges

A. Primary and secondary education

60. Globally, 91 per cent of children attend primary school. For refugees, the figure, at only 61 per cent, is far lower. In low-income countries, the figure stands at less

[18] https://reliefweb.int/report/lebanon/vulnerability-assessment-syrian-refugees-lebanon-2015.

[19] UNESCO, "No More Excuses".

[20] Ibid.

[21] For information on national education plans, see www.globalpartnership.org/fr/about-us/developing-countries.

than 50 per cent. Nevertheless, progress has been made. In 2016, the proportion of refugees in primary school increased sharply on the previous year, when it had stood at 50 per cent, thanks largely to the measures that the countries that neighbour the Syrian Arab Republic took to enrol more refugee children in school and other educational programmes, and thanks also to increased refugee enrolment in European countries that are better able to expand capacity.[22]

61. As refugee children get older, however, the obstacles only increase: just 23 per cent of refugee adolescents are enrolled in secondary school, compared with 84 per cent globally. In low-income countries, where 28 per cent of the world's refugees are hosted, the percentage of refugee children enrolled in secondary education — 9 per cent — is worryingly low.[23]

B. Tertiary education and vocational training

62. With regard to tertiary education of refugees, the situation is equally grim. While globally enrolment in tertiary education stands at 36 per cent, up 2 percentage points from the previous year, for refugees that figure remains stuck at 1 per cent, despite significant improvements in overall numbers thanks to investment in scholarships and other programmes.[24]

63. The Syrian conflict had provoked "academic displacement", with over 70,000 Syrians studying at universities in Lebanon, 15,000 in Jordan and 30,000 in Turkey, with similar numbers in Austria and Germany.[25]

64. Given the importance of access to higher education, the Special Rapporteur welcomes the protection mandate of UNHCR, including its strategic directions for the period 2017–2021, to strengthen access of refugees to higher education.

65. With regard to vocational training, the frustration and anxiety that refugee populations feel owing to a lack of meaningful activity can result in a rise in mental illness, gender-based violence and alcohol and drugs abuse. The lack of livelihood opportunities can lead to refugees becoming completely dependent on aid to meet their basic daily needs. Vocational training can be used as an outlet for refugees, allowing them to build a career so they can provide for themselves and their families.[26]

C. Access, delivery and quality in refugee education[27]

66. Internally displaced or refugee children struggle to gain access to education regardless of where they live. Many factors limit educational opportunities for children, young people and adults affected by displacement, including language, residency barriers, poverty, child labour, early marriage and other gender-based issues. For the estimated 75 per cent of refugees and displaced young people who live outside camps and formal systems, gaining access to education can be even more difficult; while relying on informal learning centres, local NGOs and online learning can increase such access, their use has not yet been adopted or resourced at scale.

[22] UNHCR, *Left behind*.
[23] Ibid.
[24] Ibid.
[25] www.unige.ch/inzone/what-we-do/history/higher-education-refugees/.
[26] Information taken from https://ec.europa.eu/europeaid/case-studies/vocational-training-refugees-myanmar_en.
[27] See https://solve.mit.edu/challenges/refugee-education.

67. Providing even basic education to children affected by crises is challenging; the sheer demand for services is overwhelming, especially in places such as Jordan and Lebanon, which have faced an influx of millions of Syrian and Iraqi refugees in recent years. Limited physical infrastructure, insufficient teachers and human capital and violence targeting schools themselves increase the acute difficulties in delivering education to refugee and displaced children and young people. In recent years, members of the global community have piloted the use of approaches like double-shift systems, radio-based curricula and virtual learning tools. Worldwide, however, schools are still overcrowded and at-risk students are still left behind.

68. When refugees and displaced students register in new education systems — be it in host countries or temporary camps — communities often struggle to maintain quality learning, assess educational aptitude and place students at the correct level of education. As students progress through such temporary education systems, with the intent of eventually transitioning either back to their home countries or to higher education opportunities, it is even more difficult for communities to evaluate the quality of learning outcomes on a consistent basis.

69. Refugees, children, young people and adults suffer from emotional repercussions that are too often ignored or treated superficially in educational programmes. The emotional repercussions prevent refugees from healing individually from their trauma — reaching the collective unconscious of an entire population — or from building their future with solidarity, trust and serenity wherever they are. Teachers, personnel working with refugees and host populations often lack the relevant training to deal with and/or cohabit with refugee populations.[28]

D. Teachers

70. The ability of qualified and properly trained teachers to maximize the learning potential of students is particularly crucial to meet the education challenges for refugee populations. However, in crisis and post-conflict settings, teachers are often in short supply, and many are new recruits with minimal experience or education to prepare them for teaching in difficult conditions. Those with experience and qualifications may have to teach subjects outside of their knowledge areas or be unprepared to respond to the additional complexities of teaching in a crisis context, such as language barriers and the diverse psychological and physical needs of students. In addition, teachers' salaries may be low and inconsistent, and their incentives too few.

71. The Special Rapporteur recognizes the critical role that teachers should play in education planning in emergency situations. Teachers must be recruited and trained carefully, with access to well-planned and well-executed professional development in order to maximize their potential, especially in times of crisis. In particular, they require relevant knowledge and skills and should have access to strong school-based support and opportunities for collaboration to be able to respond effectively to the complex needs of learners.[29]

[28] www.martinelibertino.ch/media/martine_libertino/afrique-mombasa/Kinshasa%20dossier%20Kokolo%20complet.pdf (available in French only).

[29] www.ineesite.org/en/teachers.

E. Curriculum choice[30]

72. Decisions concerning curriculum are relevant in emergency and protracted crisis contexts. According to UNHCR, in refugee contexts, the choice of curriculum for refugee learners is a controversial and difficult issue. Critical decisions with long-term implications for refugee children and communities and for programme design and cost revolve around the fundamental question of whether refugee children should study the curriculum of their country of origin or that of their host country.

73. Curriculum choice can be a highly politicized and emotive issue for host Governments and refugee communities, raising sensitivities about identity, culture and ties to one's country of origin. Curriculum decisions as they relate to access to examinations and certification have far-reaching implications for refugee children, including future educational and livelihood opportunities. They present significant technical and planning challenges for education providers and require strong partnerships between national authorities and refugee education partners.

74. The choice of curriculum in refugee settings usually falls into one of two categories: the traditional model of the parallel system, in which refugees gain access to education in a UNHCR or refugee community schools and follow the curriculum of the country of origin; and the mainstreaming system, where refugees are integrated into national schools and follow the host country's national curriculum. The latter model now receives support from UNHCR, which considers that the advantages of sustainable, safe access to accredited certification and services associated with national systems outweigh the benefits of using the country of origin curriculum.

75. The use of the curricula of countries of asylum provides access to accredited, supervised and accountable education services. It is generally the most sustainable and protective option in the medium to long term, ensuring safe access to examinations and certification, access to teaching and learning materials, quality assurance and improved access to national education services, including options to continue education at higher levels.

76. In March 2015, UNICEF produced a joint education needs assessment report on the situation of Syrian refugees in Jordan,[31] that indicated that one of the reasons for low formal attendance rates among Syrian children was the challenge of adjusting to the Jordanian curriculum.

F. Bureaucracy as a barrier to refugee education[32]

77. Bureaucracy can often hamper access to secondary education. Secondary school-age children who have been forcibly displaced have been barred from education because they lack official documentation. A host country may not recognize exam certificates from elsewhere, for example, or may not allow children without birth certificates or identity papers to attend school.[33] In 2014, Syrian refugee children in Egypt without documentation were enrolled under a "temporary registration", and

[30] UNHCR, "Education brief 3: curriculum choices in refugee settings", available at www.unhcr.org/publications/education/560be1209/education-brief-3-curriculum-choices-refugee-settings.html.

[31] Available at https://reliefweb.int/sites/reliefweb.int/files/resources/REACH_JENA_HC_March2015_.pdf.

[32] Information in this section is taken from www.hrw.org/news/2016/12/16/lost-years-secondary-education-children-emergencies.

[33] UNHCR, "Missing out: refugee education in crisis" (September 2016), available at http://uis.unesco.org/sites/default/files/documents/missing-out-refugee-education-in-crisis_unhcr_2016-en.pdf.

families were given a grace period to provide full documentations. However, without formalized enrolment, the children could not receive score cards or certificates at the end of the academic year.[34] The need to provide proper documents and authentic academic records has been reported as an issue for Syrian refugees trying to gain access to higher education in Iraq, Jordan Lebanon and Turkey.[35]

78. The language barrier has proved to be a problem, with students in some countries having to join the appropriate grade for their age group without having the language skills to cope. Language assistance is not always available, and students end up giving up on their schooling owing to the difficulties they face.

G. Poverty and child labour as a barrier to refugee education[36]

79. Poverty, often made worse by policies that prevent parents from finding work, can have a negative impact on access to education for many displaced children. Pressure to earn a sufficient income increases as children move higher up in the education system, and many families cannot afford secondary-school fees, uniforms, notebooks and higher transport costs, since secondary schools are often fewer and further away. Faced with increasing school costs, refugee children may leave school to help support their families, sometimes placing themselves at risk of exploitation, hazardous work environments or violence.

80. When there are few opportunities for skilled work or higher education, there is much less incentive to get a secondary education, and in some cases less than 10 per cent of refugee adolescents attend secondary schools.

81. According to UNICEF, not having the resources to pay for materials and having to work to earn money are two primary reasons for refugee children not to attend school.[37] In total, 51 per cent of the households that included children who had dropped out identified cash assistance as the primary need that would enable them to re-enrolment refugee children in formal schooling. By comparison, the other primary needs fell far behind, the next most commonly reported need being the provision of transport, at just 7 per cent of affected households.

82. Allowing refugees to work could reduce the negative impact of poverty on secondary education. Unfortunately, even in countries that have opened access to work permits for refugees, restrictions — such as quotas, geographical restrictions and permits tied to local sponsorship — often remain. Alternatives are possible. For example, in Uganda, 500,000 refugees, most of whom fled the Democratic Republic of the Congo and South Sudan to escape the conflict and violence there, are allowed to work, move freely and access public schools. Of those refugees living in rural Ugandan settlements, only 1 per cent rely completely on aid, and many operate their own businesses and even employ Ugandans. In the capital, an estimated one in five

[34] UNICEF, UNESCO, UNHCR and the Centre for Lebanese Studies, *Scaling up quality education provision for Syrian children and children in vulnerable host communities* (Amman, 2014), available at http://unesdoc.unesco.org/images/0023/002338/233895e.pdf.

[35] UNESCO and UNHCR, “Higher education and Syrian refugee students: the case of Turkey” (March 2017), available at www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/Turkey.pdf.

[36] Information in this section taken from www.hrw.org/news/2016/12/16/lost-years-secondary-education-children-emergencies.

[37] https://reliefweb.int/sites/reliefweb.int/files/resources/REACH_JENA_HC_March2015_.pdf.

refugees employs non-family members, and roughly 40 per cent of those employed by refugees are Ugandans.[38]

H. Barriers to the education of refugee girls

83. People who are already frequently marginalized are often the worst affected in terms of lost opportunities for schooling in refugee and forced displacement situations. Refugee girls are less likely to finish primary education, or transition into and complete secondary education.[39] They remain particularly disadvantaged in terms of access to education. For every 10 refugee boys in primary school, there are fewer than 8 refugee girls. At secondary school level, the figure is even worse, with fewer than 7 refugee girls for every 10 refugee boys.[40]

84. Crises can aggravate the hurdles girls face in gaining access to secondary school, including sexual and gender-based violence and early pregnancy and marriage. In situations of forced displacement, families may resort to marrying off girls as a coping mechanism against poverty or safety concerns.[41] Refugee girls are also often at a disadvantage because they are required to perform domestic duties, such as collecting water or fuel, taking care of younger siblings or older relatives or household chores.[42]

85. In its 2016 concluding observations on the periodic report of Turkey (CEDAW/C/TUR/CO/7), the Committee on the Elimination of Discrimination against Women expressed its concerned about the high dropout rate and underrepresentation among girls and women in vocational training and higher education, in particular in deprived rural areas and refugee communities.

86. In 2015, only 38 per cent of primary school students in the refugee camps in Kakuma, Kenya, were girls. The same year, only 40 per cent of primary school refugee students in Unity State, South Sudan, were girls. In Pakistan, child marriage and teenage pregnancy are often cited as major barriers to the continuation of education for Afghan refugee girls, particularly to the secondary level. Many girls are taken out of school as early as grade six to be married. Dropout rates for refugee girls are as high as 90 per cent.[43]

87. Yet secondary education can be life-changing for girls, with potential gains for host countries and overall development. It can reduce childhood deaths because children with higher education levels are more likely to have a healthy diet and seek medical care, and girls with secondary education are less likely to marry early.[44]

I. Financing of education of refugees[45]

88. Even where national policy includes refugees in education systems, funding and support from the international community falls short. Education for refugee children is often considered an optional extra after the basics of food, water, shelter and

[38] K. Clements, T. Shoffner and L. Zamore, “Uganda’s approach to refugee self-reliance” (May 2016), available at www.fmreview.org/sites/fmr/files/FMRdownloads/en/solutions/clements-shoffner-zamore.pdf.
[39] UNESCO, “No More Excuses”.
[40] UNHCR, *Left behind*.
[41] www.hrw.org/news/2016/12/16/lost-years-secondary-education-children-emergencies.
[42] UNHCR, “Her turn: it’s time to make refugee girls’ education a priority”, available at www.unhcr.org/herturn/.
[43] UNESCO, “No More Excuses”.
[44] UNHCR, *Left behind*.
[45] www.hrw.org/news/2016/12/16/lost-years-secondary-education-children-emergencies.

medical care. Consequently, when funding is short, which is often the case, it is the first item to be dropped.[46]

89. The proportion of donor aid devoted to education is insufficient and fails to reach many children. Less than one quarter of overseas development aid is provided to developing countries, which host 85 per cent of the world's refugees. Some long-term crises are permanently underfunded, because many grants last only 12 months, and money is targeted towards the latest, most visible emergencies.

90. In addition, of the limited funds available for education, the majority goes to primary education, with secondary education coming as an afterthought despite the need for more textbooks, classrooms, equipment and highly qualified teachers. In 2015, the amount allocated by UNHCR to secondary education was just one third the amount allocated to primary education.[47] For example, in 2017 in Lebanon, the Ministry of Education and UNHCR set a target to enrol nearly 200,000 Syrian refugee children in public primary schools, but just 2,080 in public secondary schools, out of nearly 83,000 secondary-age children.[48]

91. Agencies do not necessarily have as much programming for secondary education as they do for younger children. Humanitarian actors are still playing catch-up when it comes to secondary education.[49] Education needs to be woven into planning and funding for refugee emergencies at the national and international levels by donors, aid agencies and international organizations and included systematically by Governments in national development and education sector planning and budgeting.

VII. Best practices and innovative solutions

A. Best practices

92. To help refugees make up for the many years of schooling they miss, more flexible forms of education are essential, such as accelerated education, catch-up, bridging programmes and alternative or innovative forms of education. Accelerated education involves a condensed curriculum that students can complete in half the number of years normally required, or less. Students sit accredited examinations that allow them to be integrated into mainstream education — in the right class for their age — and either transfer to the next level or move on to skills-based technical and vocational education. Catch-up and bridging programmes help students learn content they missed or give them the knowledge and skills they need to adapt to a different system, such as the acquisition of a new language. The implementation of such practices, as well as smaller-scale best practices, related for example to curriculum choice and vocational training, demonstrate country engagement in ensuring improved access to and/or quality of education received by and for refugees.[50]

93. It is also essential to improve the relevance of education for refugees by helping them to free themselves from the emotional after-effects they suffer. Education for Peace programmes, such as those offered by the Duchamps-Libertino Association in the Democratic Republic of the Congo, offer tools that have been proven for more

[46] https://reliefweb.int/sites/reliefweb.int/files/resources/Promising_Practices_in_Refugee_Education.pdf.

[47] UNHCR, "Missing out".

[48] www.hrw.org/news/2016/12/16/lost-years-secondary-education-children-emergencies.

[49] Ibid.

[50] Information in this section is taken from UNHCR, *Left behind.*

than 30 years. Those approaches can also promote peace between refugees and host populations.

94. Many refugee teachers receive their training and experience in camps, delivered by NGOs or United Nations agencies, but when they return home, their training is rarely recognized by their home State. Refugees who qualify as teachers under a host country system may also find that their home country does not recognize their qualifications on their return. An exception to the persistent challenges was the International Rescue Committee refugee education programme that ran in Guinea from 1990 to 2007, which emphasized the training and regional certification of teachers. The credentials teachers gained were recognized in Sierra Leone and Liberia on their return there, which had a long-term impact on their livelihoods, two thirds of whom were employed as teachers on return, often at their old schools.[51]

Curriculum choice[52]

95. Curriculum choice is one of the factors that influence the quality of education for refugees. According to UNHCR, transition from the traditional approach of a parallel educational system based on the curriculum of the country of origin to an inclusive and mainstreaming approach based on the host country's curriculum can be challenging as it can be perceived as a threat to the language, history and identity of the refugee children and communities. Consensus on the decision to transition to the host country's curriculum must be built with national education authorities and other education actors, and key technical components of curricular transition need to be considered and addressed.

96. An example of the best practice in this regard is the mainstreaming refugee education system for Sudanese refugee children and young people in 12 refugee camps in eastern Chad. The unrest in the neighbouring Darfur region of the Sudan created hundreds of thousands of Sudanese refugees. When the camps were established in 2002, it was considered the best approach to use the Sudanese curriculum. However, under that curriculum, refugee teachers did not have access to qualified teacher training, materials were expensive and difficult to procure and access to examinations was problematic, leading to many protection and financial concerns. In addition, it was not possible for the schools in the camps to have access to development funding for education or benefit from the deployment of qualified teachers, training or the distribution of materials by the Chadian Ministry of Education. The lack of quality control and proper oversight of education delivered in the camps resulted in a parallel education system offering questionable quality education that was effectively isolated from the services and resources available in Chad. After the implementation of the mainstreaming refugee education system in 2014, UNHCR and its partners continued to work with the refugee community to manage expectations and ensure that education standards were met, and the curriculum transition was successfully carried out with programmes running smoothly. Despite continued and significant growth in the school age refugee population, enrolment rates actually increased, from 25 per cent in 2006 to 55 per cent in 2014. This was due not only to the curriculum transition, but also to other initiatives set up to try to lower the barriers refugee children faced, such as adequate training of refugee teachers and certification of refugee students' attainments.[53] In April 2017, the Government of Chad entered into an agreement[54] to engage refugee teachers in the Arabic-speaking region of Chad as national teachers. In addition, in

[51] www.heart-resources.org/wp-content/uploads/2016/04/Topic-Guide-on-Education-for-Refugees-and-IDPs-in-Low-and-Middle-Income-Countries.pdf.

[52] Information in this section taken mainly from UNHCR, "Education brief 3".

[53] UNESCO, "No More Excuses".

[54] https://data2.unhcr.org/ar/documents/download/56470 (available in French only).

April 2018, the Government issued an official decree registering 21 schools in refugee camps as State schools.

97. Since 2011, the Government of Burkina Faso has taken a compromise approach towards Malian refugees by applying the Burkina Faso national curriculum for refugee students but also by integrating what it considered to be the crucial elements of the Malian curriculum and hiring teachers that were familiar with the language and culture of Mali. Literacy and early childhood programmes linked to income workshops for women refugees were also put in place. Those actions allowed for a higher-quality education that took into account the specific needs and constraints of the Malian refugee population. In addition, equivalency agreements as well as linguistic coherence in curricula across the Economic Community of Western African States facilitate such arrangements.

Vocational training

98. Examples of best practices can be found in the area of vocational training for refugees. The Swiss Agency for Development and Cooperation “skills for life” pilot project teaches vocational skills to refugees and residents of Kakuma, Kenya, to enable them to work and earn a living. More than 580 young people were trained in phase one of the project, which was launched in 2013. Phase two of the project began in summer 2016.

99. The UNRWA technical and vocational education and training reform programme, delivered in its vocational training centres in Gaza, Jordan, Lebanon, the Syrian Arab Republic and the West Bank, aims to provide knowledge and skills to help raise productivity and increase personal incomes of young Palestine refugees, thereby leading to an overall rise in living standards and stronger, more competitive economies.[55] The programme focuses on six priorities: governance, quality assurance, access, sustainability, training approaches and career guidance and placement, and courses place greater emphasis on the development of entrepreneurial skills so as to improve employability of young Palestine refugees.[56]

100. In Hay el Gharbé, Lebanon, the Tahaddi education centre, set up in 2010 by the Lebanese non-governmental organization of the same name, provides preschool and primary education in line with the objectives of the standard national curriculum and tailored to the particular social circumstances of its students. Since 2012, the centre has welcomed Syrian refugee children, who receive support from speech and rehabilitation therapists and psychologists. As part of Tahaddi’s larger-scale programme covering the socioeducational needs of families, including literacy and vocational skills development for adults, there is a sewing workshop for women, who share equally the money made from selling their products.[57]

101. Initiatives such as those mentioned above could serve as models for programmes serving other refugee situations around the world.

Regional/subregional agreements

102. On 14 December 2017, the eight countries of the Intergovernmental Authority on Development (IGAD), namely, Djibouti, Eritrea, Ethiopia, Kenya, Somalia, South

[55] www.unrwa.org/sites/default/files/201208024264.pdf.

[56] Ibid.

[57] Information in this paragraph taken from www.eda.admin.ch/deza/en/home/themes-sdc/basic-education-vocational-training/formation-professionnelle--developper-de-nouvelles-competences-.html/content/dezaprojects/SDC/en/2012/7F08099/phase2?oldPagePath=/content/deza/en/home/themen/grund-_und_berufsbildung/formation-professionnelle--developper-de-nouvelles-competences-.html.

Sudan, the Sudan and Uganda, signed the Djibouti Declaration on refugee education in IGAD Member States.[58] The theme of the Declaration was "Regional Quality Education Standards and Inclusion into National Systems for refugee children in line with the Comprehensive Refugee Response Framework, Goal 4 of the Sustainable Development Goals and Agenda 2063 of the African Union". By adopting the Declaration, the States members of IGAD recognized the important role that education plays in maintaining stability and attaining sustainable development.

103. Similarly, in April 2018, participants of the 2018 Pan-African High-level Conference on Education adopted the Nairobi Declaration and Call for Action on Education,[59] in which States members of the African Union and other stakeholders recognized the importance of access to quality education and training on the African continent. Signatories to the Declaration committed to making African education systems more responsive, flexible and resilient, by including refugees and internally displaced people and by increasing investment for education in emergencies and crises.

B. Innovative solutions

104. One of the difficulties in educating the large and diverse population found in refugee camps using traditional tools lies in addressing language barriers, illiteracy and the high drop-out rate found throughout the camp. The absence of the necessary infrastructure, materials and qualified teachers makes the task even more difficult. This is where information and communications technology (ICT) can play a role: the use of mobile telephones, e-books, computers and portable devices has allowed young people to obtain a quality education in a safe and secure environment, taking part in eLearning programmes that can be adjusted to the needs of the individual student.[60]

105. The innovative use of ICT was part of the UNHCR Education Strategy 2012–2016.[61] Increasing access to information and communication technology through, inter alia, computer use, classroom broadcasts, e-books and the use of mobile telephones for educational purposes was a high priority of the Strategy, which also aimed to broaden the use of technology in refugee education, in both camp and urban settings, and to enable refugees to develop skills that were relevant for living in today's increasingly technological society.

106. Along those lines, an innovative initiative called "Instant Network Schools" brings online education and connectivity into selected refugee camp schools. Through the initiative, the schools and community centres are equipped with a "digital box" that includes a set of computer tablets, solar-powered batteries, a satellite or mobile network and a suite of content and online learning material. Teachers receive ICT support and ongoing training. Since the initial pilot in Dadaab, Kenya, in 2014, the programme has been implemented in 31 centres in the Democratic Republic of the Congo, Kenya, South Sudan and the United Republic of Tanzania.[62]

107. In the Democratic Republic of the Congo, the Duchamps-Libertino Association developed a programme that allows children, adolescents, orphans and street children

[58] Available at https://igad.int/attachments/article/1725/Djibouti%20Declaration%20on%20Refugee%20Education.pdf.

[59] Available at www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Nairobi/nairobideclarationenwebsite.pdf.

[60] http://ela-newsportal.com/education-in-refugee-camps/.

[61] Available at www.unhcr.org/protection/operations/5149ba349/unhcr-education-strategy-2012-2016.html.

[62] www.unhcr.org/news/stories/2017/3/58c283da4/innovation-transforms-education-refugee-students-africa.html.

in Camp Kokolo — in which 40,000 persons, including 28,000 children, live in a context of violence and insecurity — to regain their dignity and spiritual autonomy, to achieve material autonomy. The programme is based on teaching peace through self-knowledge and the suppression of emotional consequences. Children and adolescents are introduced to philosophy, and the overall goal is to love oneself, other people and life, for the development of individual, collective, spiritual and material wealth and a lasting peace. The programme led to some 700 Protestant schools in the country abandoning corporal punishment, and allowed more than 15 million young people to advocate for peace in the country rather than carrying out violent protests in the streets at the risk of their lives.

108. In the Kyangwali refugee settlement in Uganda, the COBURWAS [63] International Youth Organization to Transform Africa has launched an initiative to help girls to complete primary school and enter secondary school. Realizing that girls aged 10 years and above were most at risk of dropping out of school and marrying early, the organization set up a hostel for about 50 girls, with the purpose of giving them an environment where they could study.[64]

109. In Western Ghana, the Varkey Foundation Teach to Reach Remote Classrooms Project, a pilot project recently trialled at the Ampain Refugee Camp in Western Ghana, is a satellite enabled live two-way interactive distance learning programme for children living in a refugee camp. Each classroom in the school is equipped with a projector and a low-cost durable computer to receive lessons via a solar-powered satellite link. Since April, the foundation has been running interactive distance lessons from qualified teachers based at its studio in Accra to support the children in the camp with their learning.[65]

110. According to the Varkey Foundation, the goal of the Project is to prove that the concept works in an emergency situation to increase children's school attendance and build opportunities for teachers and community members that have a direct impact on learning for pupils.[66]

111. At the global level, it is important to reiterate the work of the Inter-Agency Network for Education in Emergencies in its Minimum Standards for Education, which aim to mobilize knowledge on education in emergency settings and develop innovative strategies to professionalize and build capacities in the field in a manner that has a clear and positive impact at country level.

VIII. Conclusions and recommendations

A. Conclusions

112. **More often than not, refugee situations last for decades. In 2016, only 552,200 refugees returned to their countries of origin and only 189,300 were resettled.[67] Given that, refugee education should not be considered from a short-term perspective; instead, medium- to long-term practical solutions should be considered that would allow the peaceful and sustainable development of host**

[63] A group started in 2005 by four refugee boys from Burundi, the Congo, Rwanda and the Sudan (named COBURWAS as an abbreviation of those countries) who wanted to help children living in the Kyangwali camp go to school.

[64] www.reuters.com/article/us-africa-refugees-education-girls/african-refugees-help-girls-learn-to-avoid-abuse-early-marriage-idUSKBN1F01IR.

[65] www.cio.com/article/3202694/education/how-technology-is-helping-education-reach-refugee-children.html.

[66] Ibid.

[67] UNHCR, *Left behind.*

countries and, further down the road, the possibility of rebuilding conflict-stricken countries with educated and skilled returning populations.

113. **Providing children, young people and adults with uninterrupted education throughout their lives as refugees is a crucial step to the peaceful and sustainable development of the places that have welcomed them and to the future prosperity of their countries of origin.**[68] **During crises, education can provide children with life-saving survival skills and can protect them from violence, exploitation, criminal activity and disease. In the long term, it can break the cycle of conflict, promote peace and reconciliation, teach tolerance and conflict resolution and help to build a better future for children and young people.**[69]

114. **Education must be an integral part of the emergency response to a refugee crisis.**[70] **Ensuring inclusive quality basic education for refugees is a clear responsibility for States, under international treaties. That commitment has been renewed under Goal 4 of the Sustainable Development Goals and the Education 2030 Framework for Action, as well as in the 2016 New York Declaration for Refugees and Migrants. The most sustainable way to do this is to ensure that refugees are included systematically in national development plans, education plans and budget and monitoring systems.**

115. **It should also be highlighted that developing countries bear the brunt of the global refugee crisis, and in fleeing conflict and crisis in their home countries, refugees often end up in places where resources are already stretched.**

116. **With the above perspective in mind, the Special Rapporteur would like to propose the recommendations below as a baseline to accompany States and other stakeholders in their efforts to ensure inclusive quality education for refugees in line with Goal 4.**

B. Recommendations

Legislation and national strategies

117. **States must include potential mass movements of refugees in their national plans and strategies and should ensure that the rights of forcibly displaced people are enshrined in national laws and policies. In particular, refugee children, young people and adults must be included in national education systems, multi-year education sector plans and budgets and monitoring frameworks.**

118. **It is crucial to involve refugees in the processes of planning, choosing, budgeting for, evaluating and capitalizing on their own educations.**

119. **Flexible forms of education, such as accelerated education, non-formal education/alternative education, catch-ups, bridging programmes and intensive language support where needed, should be integrated into education plans in order to meet the specific needs of refugee students. This will facilitate their efforts to bridge the gap of missed years of schooling or to acquire the skills and knowledge needed to adapt to the host country's mainstream education system.**

[68] UNHCR, *Left behind.*
[69] www.ineesite.org/en/advocacy.
[70] UNHCR, *Left behind.*

Curriculum choice

120. **Refugee education should be mainstreamed into the national curriculum of host countries. Investing in local school systems to support refugee inclusion has the dual benefit of providing refugee children and young people with sustainable access to certified education while also improving the learning environment and strengthening education quality for host community children. Support may be required to help refugee students adapt to the local curriculum, including language training where needed. Furthermore, each refugee situation should be properly evaluated, giving due consideration to the specific needs and concerns of the refugee population in question in order to integrate, where appropriate and with refugee community support, aspects of the country of origin curriculum into refugee education programmes.**

ICT use in refugee education

121. **The potential use of the Internet and ICT to make up gaps in access to education should be further considered using current case studies to evaluate the advantages and possible challenges unique to each situation.**

Addressing barriers to refugee education

122. **States should take the actions necessary to ensure that refugee families are properly integrated into the community, including through the provision of work permits to allow refugee families to overcome poverty.**

123. **States are urged to show reasonable flexibility in applying administrative requirements on a case-by-case basis in order to take into account the realities on the ground when it comes to refugee populations obtaining the required documents, such as school certificates, that may remain in their countries of origin.**

124. **Special attention should be paid to ensuring that refugee girls have access to and are not prevented from attending school at all levels. This may include the elaboration, in collaboration with civil society and other stakeholders as appropriate, of special programmes and projects to eliminate obstacles to education of the refugee girl child.**

125. **To the extent possible, education plans and educational institutions should anticipate and address the cultural and linguistic differences of students from refugee populations on the State's territory, including the development of language assistance programmes for refugees, particularly those who require such assistance in order to integrate into the education system.**

Financial support

126. **Donors, aid agencies and international organizations must plan for and adequately finance the inclusion of refugees in education in a manner that takes full account of their right to education.**

127. **Efforts should be made to ensure stable and consistent sources of financial support for refugee education. In that respect, additional and possibly atypical donor sources, such as community mobilization, foundations and clubs, could be considered to make up for the inevitable deflection of resources to more visible refugee crisis situations.**

Data collection

128. **In the context of integration of refugees in national plans, data collection processes linked with refugees should include data disaggregated by sex and psychological support aspects, in order to make informed decisions on the elaboration of appropriate refugee response programmes. Furthermore, data collection should integrate an inclusive dimension to cater to those refugee populations with specific needs, such persons with disabilities.**

129. **States should ensure that refugee children and young people are included in national education systems. This includes by ensuring that local schools allow children at the appropriate ages to enrol directly into the national schools and by providing language support if needed. The capacity needs of national schools to take on board refugee populations should be identified, including school infrastructure, equipment, language support, teacher training and safety.**

Teachers

130. **States should take the measures necessary to ensure a sufficient number of trained and motivated teachers is available. In that regard, teachers should receive appropriate training to allow them to gain the knowledge and skills to respond effectively to the complex needs of learners in crisis contexts. Sufficient incentives, in particular adequate salaries and psychological support where appropriate, should be put in place to attract qualified teachers.**

131. **Appropriate measures should also be taken to support the mental health and well-being of teachers in crisis contexts so that they in turn are able to better support their students.**

Peace education

132. **Learners in the context of refugee populations suffer from emotional scars too often ignored or addressed only superficially in educational programmes. Those scars prevent them from healing individually from their trauma and from building their future with solidarity, trust and serenity wherever they are. It is therefore essential that appropriate measures be taken by States to integrate a psychosocial dimension, as well as values of peace, spirituality, self-confidence, tolerance and inclusion into the pedagogical core. Specific measures must be implemented to take into account the holistic vision of education — including administrative procedures, health, environmental, security and work opportunities — in the context of Sustainable Development.**

133. **It is also imperative that States develop mechanisms for conflict prevention and early warning, as well as conflict management.**