Background and Motivation
Moving From Education Interventions to Education Systems

- Few evaluations focus on the impact of education in emergencies programming on learning outcomes and even fewer include cost-effectiveness analyses (Burde et al., 2015; Puri et al., 2015; de Hoop et al., 2018).

- A stronger focus on national education systems is needed to strengthen inclusion under the humanitarian-development nexus.

- Policymakers need guidance on how to integrate forcibly displaced populations into national education systems and improve learning outcomes.

Research Program Objectives

- *Building the Evidence on Protracted Forced Displacement: A Multi-Stakeholder Partnership Program* aims to identify and tackle the main global research questions on forced displacement, measure program effectiveness, and address pressing policy questions.

- **Phase I:**

  – Examine available evidence on the effectiveness of interventions, and available information on cost-effectiveness, scalability, and replicability of education interventions;

  – Map interventions implemented by governments, international agencies, and nongovernmental organizations

- **Phase II:**

  – Conduct 6 country case studies to review policies and programs that support refugee and IDP inclusion in national education systems.

Definitions of Key Terms

- **Refugee:** a person who has fled his or her country because of a well-founded fear of persecution on one of five grounds: race, religion, nationality, membership of a particular social group or political opinion

- **Internally displaced persons:** Persons or groups of persons who have fled their homes due to or in order to avoid armed conflict, generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border

- **Education in forced displacement settings:** education interventions targeting both formal and informal learning that aim to create access or improve education outcomes for both displaced and host children and youth in low- and middle-income countries

Theory of Change
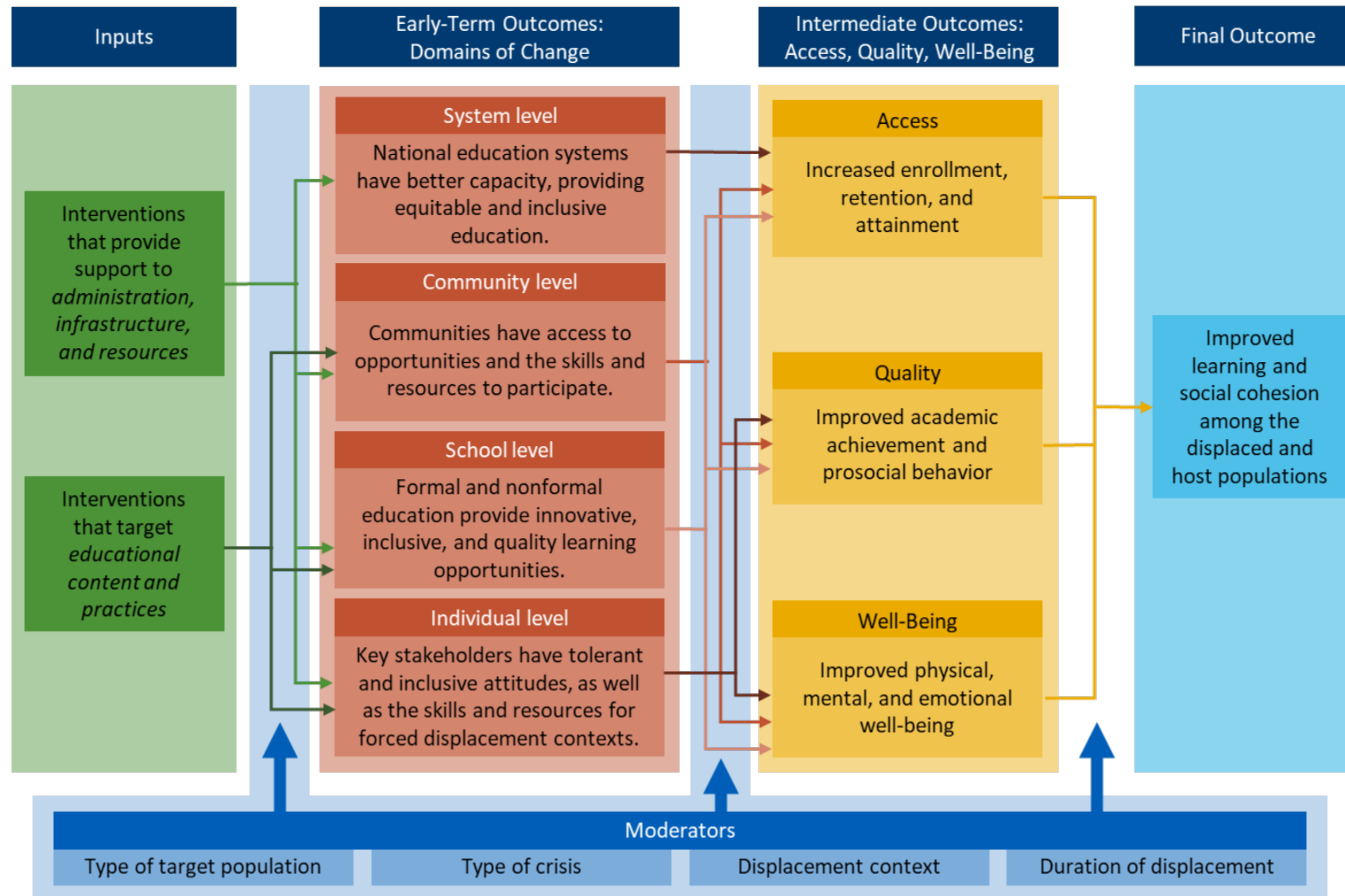
Note. Adapted from the theory of change presented in Burde, D., Guven, O., Kelcey, J., Lahmann, H., & Al Abbadi, K. (2015). *What works to promote children's educational access, quality of learning, and wellbeing in crisis-affected contexts*. A DFID Rigorous Literature Review. London, UK: Department for International Development (DFID).

Mixed-Methods Research Approach

Phase I: Identifying policies and interventions that support inclusive education for displaced children
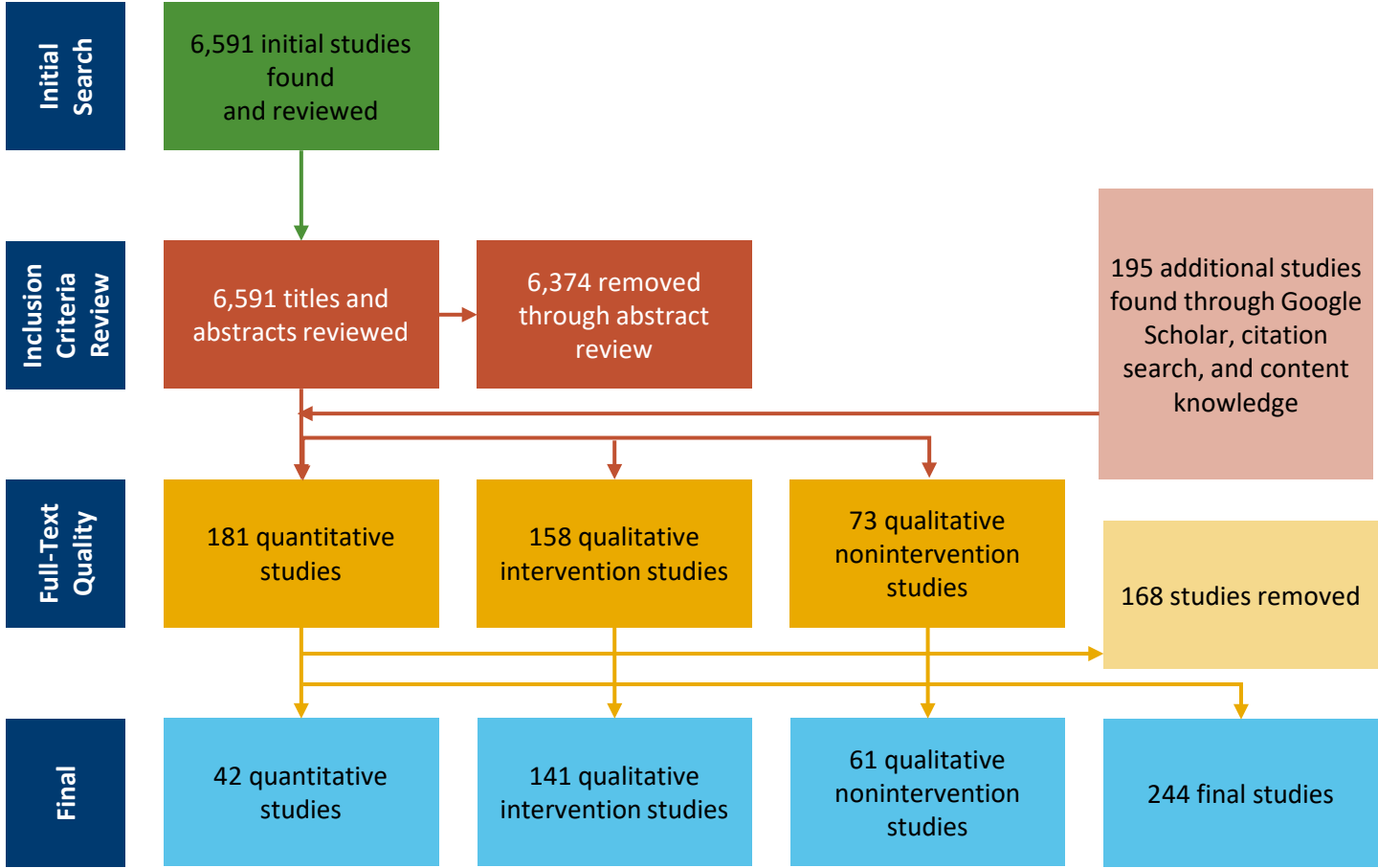
- Intervention mapping
- Evidence synthesis
- Costing/cost-effectiveness analysis

Phase II: Strengthening education systems to deliver education for displaced and host children

- Desk review
- Key informant interviews (KIIs)
- Focus group discussions (FGDs)
- Classroom observations

6 country case studies

Evidence Synthesis: Search Results

Initial Search

6,591 initial studies found and reviewed

Inclusion Criteria Review

6,591 titles and abstracts reviewed → 6,374 removed through abstract review

195 additional studies found through Google Scholar, citation search, and content knowledge

Full-Text Quality

181 quantitative studies

158 qualitative intervention studies

73 qualitative nonintervention studies

168 studies removed

Final

42 quantitative studies

141 qualitative intervention studies

61 qualitative nonintervention studies

244 final studies

Main Findings—Evidence

Forced Displacement and Education: Building the Evidence for What Works

Evidence

	A considerable body of qualitative research shows that official policies of inclusion for refugee students often contrast with the practical and sociocultural exclusion of these students from educational opportunities and success.
	Our meta-analysis of social and emotional learning programs showed the potential to reduce depression and PTSD.
	Our meta-analysis showed positive effects of technology-in-education programs with diverse implementation models on learning outcomes, but refugees and IDPs often do not have access to technology
	Community-based education in Afghanistan may be cost-effective in improving access and learning for internally displaced children as well as cost-effective to transfer CBE implementation from INGOs to local governments; no data is available to determine whether this finding would be substantively different for refugees

Main Findings—Evidence Gaps

Forced Displacement and Education: Building the Evidence for What Works
Evidence Gaps

	Most current research on refugee education focuses on interventions that run parallel to national systems rather than through them, despite the policy emphasis on including refugees and displaced learners in national education systems.
	Evidence on the effectiveness of government-supported programs for displaced learners is limited.
	There is scant evidence of the cost-effectiveness of education programs in forced displacement contexts.

Moving to Phase II

How can education systems be prepared and strengthened to become inclusive and resilient to expand and deliver education services to both displaced and host children and youth in the short and long term of a crisis?

Systems and services	Status of government response	Training and deployment of teachers	Language of instruction & curricular differences	Assessment systems	Cost information

Phase II: First Four Case Study Countries

Forced Displacement and Education: Building the Evidence for What Works	
Key Features of Countries	
Colombia	• ~1.1 million displaced • Explicit policy for displaced populations to access national schools*
Sudan	• ~1.2 million displaced • No explicit policy but displaced populations can access national schools
Pakistan	• ~1.4 million displaced • No explicit policy but displaced populations can access national schools
Jordan	• ~3.3 million displaced • No explicit policy but displaced populations can access national schools

*Based on UNHCR categorizations