

REFUGEE EDUCATION RESEARCH DIGEST

The Education Research Digest features the latest evidence on refugee education, with a focus on thematic areas. The digest aims to provide a balanced and comprehensive overview of the current state of knowledge and practice on each thematic area, as well as to identify gaps and priorities for future research and action.¹ The digest first presents a brief overview of the main findings from a number of publications, from academia and grey literature. Links are provided to the full texts -where available. The publications, which cover the year 2023, are selected based on criteria such as relevance, quality, timeliness and diversity of sources and perspectives. The second and third parts of the digest include information on relevant resources and forthcoming events involving forced displacement and education.

Latest Research

IN BRIEF

A critical review of the research evidence on early childhood education and care in refugee contexts in low- and middle-income countries

Author, Publication, Year: Stevens, K., Siraj, I. & Kong, K. *Int'l Journal of Child Care and Education Policy*, 2023

Abstract: Refugee children are some of the most vulnerable populations in the world. Early Childhood Education and Care (ECEC) for refugee children can have positive impacts on child outcomes; however, most of the evidence stems from research from high income countries. This paper reports on a critical review, carried out *to evaluate what authors know about benefits and the quality of ECEC programmes for refugee children in low- and middle-income countries* (LMICs). Fifteen studies were identified, located in refugee camps and resettlement contexts in seven different countries.² The studies were systematically chosen from academic databases and grey literature, based on their relevance to ECEC for refugee children in low- and middle-income countries. Studies that did not meet specific criteria such as focus, language, or methodology were excluded. Whilst acknowledging limitations due to the small number and low rigor of the studies included in this review, the findings indicate benefits of ECEC participation for children across developmental domains, showing particular the potential to support socio-emotional learning and emotional recovery. Findings confirm the challenge of resources for the provision of high-quality refugee ECEC in LMICs,

¹ The recommendations for policy and practice and research made in this digest are taken from the cited literature. They reflect the findings of the authors of the literature and should not be interpreted as recommendations made by the authors of the digest or endorsed by UNHCR.

² Tanzania, Chad, Uganda, Lebanon, Jordan, Thailand, Bangladesh

including lack of materials, space, and training and support needs of staff. By bringing together what authors learn from the existing research in the field, this review helps to identify successful strategies, that call for play-based approaches, interactions that focus on socio-emotional support and recovery, the engagement of communities and families, and the provision of culturally responsive environments. These findings strengthen the wider knowledge base about the characteristics of ECEC provision which are important for supporting refugee children and families in lower-resource contexts.



1 - 13 November, 2023, Afghanistan.

Recommendations for policy and practice:

Support for ECEC: The article emphasizes the need for non-government organizations, government agencies, and international agencies working with refugee children to strengthen their support for early childhood education in refugee contexts, particularly in coordination with local stakeholders.

Funding for pre-primary education: There is a call for increased commitment by governments to provide funding for pre-primary education³ and to ensure that access is also expanded to refugee children in settings where it is offered to host country children.

Staff recruitment and training: Investment is recommended into the recruitment, support, and training and capacity building of staff working in ECEC, along with monitoring the quality of ECEC provision.

Play-based approaches: The findings of the article suggest implementing play-based approaches to teaching, strategies focusing on socio-emotional support, and the provision of culturally responsive environments to support the engagement of communities and families.

Recommendations for research:

Methodological rigor: Future studies should address the current limitations by employing larger sample sizes, standardized measures, and longer follow-up periods to assess the long-term benefits of ECEC.

Contextual relevance: Research should be contextually relevant, considering the diverse migration histories, backgrounds, and living circumstances of refugee populations.

Quality measures: There is a need for quality observation tools focused on process quality in refugee low-resource contexts. Existing tools like IDELA and TIPPS may require adaptation for these settings.

Link: [Download article \[pdf\]](#)

Tag: Pre-primary education

³ The recommended proportion of the education budget for pre-primary education is 10% (UNICEF, 2019).

IN BRIEF

Implementation and quality of an early childhood education programme for newly arrived refugee children in Germany: an observational study

Author, Publication, Year: Busch, J., Buchmüller, T. & Leyendecker, B. *International Journal of Child Care and Education Policy*, 2023

Abstract: Early childhood education [ECE] can foster the social-emotional adjustment and development of young refugee children. Still, the large numbers of newly arriving refugee families challenge the ECE capacities of host countries. In Germany, state authorities have subsidized flexible ECE programmes for refugee children in response to this situation. The goal of this study was *to examine the implementation and quality of these programmes*. In the first study phase, authors categorized the seemingly heterogeneous ECE programmes and assembled measures to assess their ECE quality. In the second study phase, authors evaluated the ECE quality of a randomly selected sample of these ECE programmes (N=42) using standardized observation procedures. The ECE programmes were implemented differently in temporary setups (caravans, tents), improvised settings (parish rooms, refugee accommodations), or education settings (preschools, elementary schools). To evaluate ECE quality, authors created an observation tool for structural quality and coded dimensions from the Classroom Assessment Scoring System Pre-K for process quality. Overall, structural quality was acceptable but differed between implementation settings. Process quality was consistently high, independent of the settings. This means that the quality of interactions and activities within the ECE programmes was uniformly superior across all different types of programme environments. Authors' findings suggest that adaptive ECE programmes under a flexible childcare policy could support young refugee children after they arrive in host countries. Still, such ECE programmes do not compensate for centre-based ECE services because of their more vigorous emphasis on children's social-emotional adjustment than pre-academic learning. Further research should consider adaptive assessment tools to assess ECE quality, taking into account heterogeneous programme implementation strategies and the specific needs of refugee children.



2 - 07 November, 2023, Afghanistan.

Recommendations for policy and practice:

Adaptive ECE programmes: At the onset of a crisis, childcare policies can support young refugee children effectively. It recommends adaptive ECE programmes that can adjust to different settings and the diverse needs of refugee children.

Structural and process quality: The article emphasizes the importance of both structural and process quality in ECE programmes. Structural quality refers to the physical, spatial, and temporal conditions, while process quality involves the interactions and experiences that facilitate children's learning.

Recommendations for research:

Adaptive assessment tools: Future research should consider developing adaptive assessment tools that can accurately evaluate the quality of diverse ECE programmes, especially those catering to the specific needs of refugee children.

ECE programme implementation: Investigate the links between programme concepts, ECE quality characteristics, and implementation strategies to better understand how these factors influence the effectiveness of ECE programmes for refugee children.

Impact of ECE programmes: Further studies are needed to explore how the quality and implementation of ECE programmes affect the socio-emotional development and language acquisition of young refugee children.

Policy development: Research should contribute to the advancement of ECE policy by examining how different ECE services can be effectively regulated to ensure high quality, particularly in heterogeneous and improvised settings.

Link: [Download article \[pdf\]](#)

Tag: Pre-primary education

IN BRIEF

Leveraging openness for refugees' higher education: a Freiran perspective to foster open cooperation

Author, Publication, Year: Class, B. et al., *Open Praxis*, 2023

Abstract: Research in the field of Higher Education in Emergencies (HEiE) starts to question the imposed Global North-centred perspective which arrives with ready-made solutions, considering refugees as objects of intervention rather than subjects of transformation. Leveraging the broader topics of Open Science and Open Education, this paper pioneers a new approach to scientific cooperation, fostering values of Openness in refugee higher education. It specifically addresses HEiE in Niger, in a training of trainers' programme. It is designed in a participatory manner involving academics from the Global South and North, refugees who are themselves educators, and NGOs. Taking the form of a Certificate of Open Studies (COS), the training empowers refugees as enabled change agents, capable of making sense of diverse knowledge systems to transform their reality. Preliminary understanding of Open Cooperation is shared through a conceptual framework, empowering refugees through liberation-oriented education. It addresses sustainability at the ontological and epistemic levels and relies on four main dimensions: Epistemologies of the South, openness, common good; and education as empowerment.

Recommendations for policy and practice:

Open cooperation: The findings of the article encourage collaborative efforts that transcend traditional academic boundaries and involve refugees as active participants in their education.

Lifelong learning: Support the development of lifelong learning processes that empower individuals and leverage diverse knowledge systems, including indigenous knowledge.

Digital competencies: Invest in digital education as a transformative tool, while being mindful of the infrastructural constraints in emergency contexts.

Epistemologies of the South: Recognize and integrate diverse languages, cultures, and pedagogies from the Global South to enrich the educational experience and promote cognitive justice.

Recommendations for research:

Participatory approach: The article emphasizes the importance of a participatory approach involving academics from both the Global South and North, refugees who are educators, and NGOs. This collaborative method is crucial for promoting values of openness in refugee higher education.

Open cooperation: It advocates for open cooperation in scientific research, which aligns with the broader topics of Open Science and Open Education. The concept of open cooperation is essential for promoting ontological and epistemic sustainability in education.

Leveraging digital education: The article suggests leveraging digital education's transformative capacity to overcome infrastructural challenges in HEiE contexts. This includes considering the design and pedagogical use of technology for educational empowerment.

Link: [Download article \[pdf\]](#)

Tag: Tertiary education / Emergencies / Connected Education/ Data

IN BRIEF

Quality and social justice in refugee education: Syrian refugee students' experiences of integration into national education systems in Jordan

Author, Publication, Year: Morrice, S. & Salem, H., *Journal of Ethnic and Migration Studies*, 2023

Abstract: The past decade has seen a policy shift from separate and parallel education systems for refugees to integration into national education systems. The benefits from integration, including longer term planning, more sustainable funding and opportunities to improve the quality of education

are highlighted in the literature. However, there has been less attention to how integration is implemented in practice, how different models of integration are experienced by refugee students, and the extent to which they provide quality education and advance social justice for refugee students. This paper draws on Nancy Fraser's principle of parity of participation and integration theory to examine Syrian refugee students' perspectives across three models of integration in Jordan (camp, second shift and host community schools). Drawing on qualitative and quantitative data, authors highlight how each model gives rise to social arrangements which, in different ways, impede socially just and equitable education. The findings of the study show that there is a significant disparity in resources across different school settings, with camp schools facing the most severe shortages, affecting students' learning and well-being. Additionally, the maldistribution of teacher time, especially in camp and second shift schools, hinders personalized learning, pastoral support, and engagement in practical activities.



3 - 12 September, 2021, Jordan.

Recommendations for policy and practice:

Integration into national systems: The shift from separate education systems for refugees to their integration into national education systems is seen as a beneficial approach for providing sustainable funding, access to quality education, and opportunities for social justice for refugee students.

Quality education and social justice: The study examines Syrian refugee students' experiences across different models of integration in Jordan. It suggests that while integration can improve education quality, it's crucial to consider how it's implemented and whether it truly advances social justice and equitable education for refugees.

Parity of participation and barriers: Eliminate institutional barriers that prevent equal participation of refugee students in education and social interactions. These include inadequate infrastructure in camp schools, limited school hours in camp and second-shift schools that restrict student engagement and individualized support, and a national curriculum that institutionalizes the misrecognition of refugee students.

Holistic integration approach: Theories of integration suggest a holistic process that encompasses multiple domains beyond education, such as language, cultural knowledge, safety, and social connections. These factors are essential for promoting a sense of belonging and well-being among refugee children.

Recommendations for research:

Examine integration in practice: Future research should focus on how integration policies are implemented on the ground, the experiences of refugee students, and the quality of education they receive.

Holistic approach to integration: Studies should adopt a holistic approach, considering multiple domains such as social relations, safety, and belonging, which are crucial for the successful integration of refugee students.

Impact of educational models: Future research can investigate the different educational models (camp, second shift, and host community schools) and their impact on the social justice and quality of education for refugee students.

Post-school opportunities: Studies can explore the relationship between education, post-compulsory school opportunities, and sustainable livelihoods for refugees and host community members.

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Tag: Primary Education / Secondary Education / Tertiary Education / Connected Education / Emergencies /Data

IN BRIEF

Refugee education: a critical visual analysis

Author, Publication, Year: McIntyre, J., Dixon, K. & Walton, E. *International Journal of Inclusive Education*, 2023

Abstract: Refugee education has become an issue of national and international concern as the numbers of refugees rise globally. In a world where global issues such as forced migration are communicated and consumed through the visual mode, understanding how discursive agendas are constituted visually is important. This paper explores *the representations of Refugee Education*, toggled with Refugees and Education with a focus on images available from a Google Images search. The analysis is framed by critical visual literacy, with the assumption that visual images are embedded in wider sociocultural practices and ideologies. Images of Refugee Education depict impoverished, teacher-centred classrooms, restricted knowledge and a docile population. Toggling with images of “Refugees” emphasises the racial otherness of refugee students, their numbers, and schooling as the means to contain the discursively constructed representations of refugees-as-threat. Toggling with “Education” emphasises Refugee Education as merely an issue of access, rather than quality, inclusive or lifelong



4 - 08 February, 2024, Ukraine.

learning as envisaged in Sustainable Development Goal (SDG) 4. Authors conclude that images of refugee education undermine the quest for a compassionate inclusive education for refugees of all ages and that caution and critique are needed in the consumption of images.

Recommendations for policy and practice:

Reframe visual discourses: There is a need to challenge and change the prevailing visual narratives that depict refugee education as impoverished, and crisis driven. Promote imagery that reflects the diversity and resilience of refugee learners.

Inclusive education policies: Develop and implement policies that support quality, inclusive education for refugees, recognizing the varied needs of all age groups, not just young children.

Critical consumption of media: Encourage educators, policymakers, and the public to critically assess and question the visual representations of refugees in the media, which often influence public opinion and policy decisions.

Support lifelong learning: Align educational practices with SDG 4 by ensuring access to lifelong learning opportunities for refugees, which will aid in their integration and personal development.

Recommendations for research:

Critical visual literacy: Future research should focus on the critical analysis of visual images to uncover underlying discourses.

Discursive agendas: The authors recommend examining how discourses around refugee education are constituted visually and how they influence public perception and policy. This involves analysing the portrayal of refugees in media and educational materials to understand the impact on societal attitudes and educational practices.

Inclusive education: The article calls for research that explores how images of refugee education align with or diverge from the goals of inclusive education, particularly in relation to SDG 4. It emphasizes the need to investigate how visual representations can either support or undermine efforts to provide compassionate and inclusive education for refugees.

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IN BRIEF

Refugees and online engagement in higher education: A capabilitarian model

Author, Publication, Year: Witthaus, G., *Online Learning*, 2023

Abstract: There are almost 90 million forced migrants around the world, many of whom could benefit from online higher education, and yet there is evidence that displaced people face challenges in online learning environments. This paper reports on a study in the context of a UK university's master's level distance learning programme that offers Sanctuary Scholarships to forced migrants. The study's aims were: (1) to identify practical ways in which higher education institutions can support displaced learners to engage in online learning, and (2) to add to our theoretical understanding of refugees' and asylum seekers' engagement in online degree programmes. The methodology included a theoretical and an empirical component. The empirical analysis, which was carried out in parallel, was based on semi-structured interviews with ten online Sanctuary Scholars. Thematic analysis of the empirical data showed how the research participants had enacted behavioural, emotional, cognitive, social, and collaborative engagement and revealed some of the ways in which engagement fuelled further engagement, alongside the mediating role of personal agency. When combined with the theoretical analysis, the findings enabled the creation of a capabilitarian online engagement model. This model is a conceptual framework designed to understand how displaced learners engage in online higher education. It integrates the Online Engagement Framework with the Capability Approach to identify the capabilities that underpin student engagement. The paper concludes with a discussion of the implications for institutional policies and practices around learning design and delivery to support online engagement among displaced learners, and potentially also among other underrepresented students.

Recommendations for policy and practice:

Institutional support: HEIs should design and deliver online education that promotes capabilities for engagement, considering both individual skills and social freedoms.

Pedagogical design: Learning activities should promote values associated with capabilities like recognition, affiliation, and knowledge, ensuring an inclusive environment.

Flexible pathways: Policies should facilitate flexible pathways through HE, such as stackable micro-credentials, to support the capability for educational resilience among forcibly displaced learners.

Mentorship programmes: Implementing mentorship or study-buddy programmes can enhance the emotional health capability, providing "warm" support for refugee students.

Recommendations for research:

Further testing: Test the capabilitarian online engagement model in other settings to validate its applicability and to refine it for guiding practice and policy.

Inclusive practices: Focus on creating educational strategies specifically designed to support displaced migrants in online learning environments. These practices should address the unique challenges faced by this group, such as language barriers, access to technology, and social integration.

Pedagogy of care: Identify characteristics of a pedagogy of care for forcibly displaced learners and other underrepresented groups in online higher education is crucial. Such a pedagogy could foster capabilities across all dimensions of engagement.

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Tag: Tertiary Education / Connected Education

IN BRIEF

Rethinking skills development and entrepreneurship for refugees: The case of five refugee communities in India

Author, Publication, Year: Dagar, P., *International Journal of Educational Development*, 2023

Abstract: This paper explores the understudied yet greatly relevant relationship between entrepreneurship and skills development for refugees in India from five different communities: Afghan, Rohingya, Tibetan, Chin, and Somali. Building on interviews, focus groups and participatory drawings from 66 refugees and staff respondents, it foregrounds the compounded interplay of skills development with intersectional oppression of refugees and their socio-political freedoms in navigating livelihoods and entrepreneurship avenues. By combining capabilities with intersectionality, the paper argues that the idea of entrepreneurship for refugees should seek to move beyond the neoliberal agenda of self-employment and self-reliance and towards well-being, social integration, and holistic development.

Recommendations for policy and practice:

Diverse skills training: Tailor skills development opportunities to the diverse aspirations, abilities, and needs of refugees, moving beyond a one-dimensional focus on economic self-reliance.

Comprehensive support: Connect vocational training with adjacent skills like marketing, accounting, and business planning to support sustainable and decent enterprises for refugees.

Language integration: Include training in local languages to aid social integration and business expansion for refugees.

Affirmative action: Implement group-based policies, such as affirmative action, to enhance the capabilities of more marginalized refugee groups, like providing adult literacy classes for illiterate or semi-literate members of the Rohingya group and women refugees.

Structural changes: Host countries should allow refugees to enter formal labour markets to truly create equal opportunities for building a desired life, which includes the right to work and access to higher education.

Recommendations for research:

The article suggests further research to deepen the understanding of refugee entrepreneurship and its relation to community well-being and integration.

Link: [Download article \[pdf\]](#)

Tag: Secondary Education / Tertiary Education / Connected Education

IN BRIEF

Schools and teachers as brokers of belonging for refugee background young people

Author, Publication, Year: Anderson, V., Ortiz-Ayala, A. & Mostolizadeh, S., *International Journal of Inclusive Education*, 2023

Abstract: Schools play a crucial role in shaping resettled refugees' sense of belonging and access to citizenship rights. Education is a pathway to social integration, civic participation, and meaningful employment. Teachers can be seen as 'boundary workers' who broker a sense of (un)welcome and (un)belonging, mediating the relationship between resettled refugees and the State, and building or disrupting trust. In this paper, the authors draw on findings from a participatory action research project conducted in southern New Zealand with refugee-background young people at the secondary-tertiary education border. The paper explores *how 10 young people reflected on their secondary school experiences in relation to their sense of belonging and inclusion in school*, and in New Zealand more broadly. The paper concludes by calling for recognition of the critical role teachers play in brokering belonging and 'settlement' for refugee-background young people both in and beyond school. The authors also call for resourcing and teacher professional development that reflects a commitment to supporting refugee-background young people's pathways to better futures.

Recommendations for policy and practice:

Teacher professional development: The findings emphasize the importance of training teachers to be empathetic and supportive, enabling them to effectively mediate the relationship between refugee students and the educational system.

Inclusive school practices: Advocate for the implementation of school-based activities and programmes that promote empathy, solidarity, and peer to peer connections, promote an environment where diversity is seen as a norm.

Resource allocation: Appropriate resourcing is needed to support the educational pathways of refugee-background students, ensuring they have access to quality language instruction and other necessary support services.

Systematic inclusion: Encourage schools to adopt a stance of 'relational responsibility' towards refugee-background students, moving beyond individualistic approaches to education and recognizing the importance of community and collective well-being in the resettlement process.

Recommendations for research:

Explore teacher training: Future research can investigate how teacher education programmes can better prepare educators to support the inclusion and belonging of refugee-background students.

Policy impact studies: More research needed to examine the effects of educational policies on the experiences of refugee-background students in schools, particularly focusing on how policies facilitate or hinder their sense of belonging.

Peer interaction: Conduct research on the role of peer relationships in schools, especially between refugee-background students and their classmates, and how these interactions contribute to a sense of belonging.

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Tag: Basic Education / Secondary Education

IN BRIEF

Social and curricular inclusion in refugee education: critical approaches to education Advocacy

Author, Publication, Year: Greene, A., Espiritu, Y. & Nyamangah, D. *Social Inclusion*, 2023

Abstract: Recognizing refugee students, families, and communities as a source of knowledge and social change, this article offers two case studies of innovative, deliberative, and labour-intensive practices toward meaningful social inclusion of refugee parents and students in education. The first example focuses on the multiyear effort by the Parent-Student-Resident Organization (PSRO) in San Diego, California, an education advocacy group organized and led by local parents to institutionalize social inclusion programmes for refugees and other systemically excluded students. The second example analyses the Refugee Teaching Institute in Merced, California, organized with the Critical Refugee Studies Collective (CRSC), to work with teachers to create a refugee-centred curriculum. In both case studies, organizers depart from deficit models of refugee education by foregrounding student and parent empowerment and bringing together diverse stakeholders to generate and implement a shared vision for teaching and learning. Through sharing insights glimpsed from participant observation and extended conversations with participants in each case study, this article shifts the reference point in refugee education from that of school

authorities to that of refugees themselves. Through reflecting on the challenges of effecting systemic change, the authors argue for a model of educational transformation that is ongoing, intentionally collaborative, and cumulative.

Recommendations for policy and practice:

Community engagement: Important to involve refugee families and communities in the decision-making process of educational policies. This includes creating platforms for dialogue and collaboration to ensure that policies reflect the needs and experiences of refugees.

Educational advocacy: Establish support structures like the Parent-Student-Resident Organization (PSRO) to empower refugee students and parents, and to work collaboratively with schools for systemic change.

Curricular inclusion: Curricular innovations should reflect the experiences and knowledge of refugee students. This involves developing refugee-centred curricula and teaching strategies that are inclusive and affirming of refugee perspectives.

Cultural humility: Cultural humility highlighted as a framework for educators and policymakers. It calls for an ongoing commitment to learning and reflexivity, recognizing the diverse experiences of refugees and the structural forces that shape educational practices.

Recommendations for research:

Community engagement: Future research should explore the role of refugee parents and communities as educational advocates, focusing on how their collective action can effect change within the education system.

Systemic change: Studies should investigate the processes and principles that contribute to systemic change in refugee education, such as moving away from deficit views and foregrounding community voice and empowerment.

Inclusive practices: Need for research on the development and implementation of inclusive education practices that value and centre refugee perspectives and wisdoms.

Curricular innovations: Further research is recommended on curricular innovations that build on refugees' prior knowledge and promote collaboration with refugees' families and communities.

Link: [Download article \[pdf\]](#)

Tag: Basic Education / Secondary Education / Tertiary Education / Connected Education / Emergencies /Data

Additional Reading

Other interesting readings selected by our team (= not open access).*

Baak, M., Miller, E., Johnson, B. and Sullivan, A., 2023. [Structure and agency in the development of education policies for refugee-background students](#). *The Australian Educational Researcher*, 50(2), pp.561-579.

Becker, B., Raschke, E., Vieluf, S., Böse, S., Laschewski, A., Rauch, D. and Stošić, P., 2023. [Teaching refugee students: the role of teachers' attitudes towards cultural diversity](#). *Teachers and Teaching*, 29(4), pp.369-383.

Carvalho, S. and Haybano, A.K., 2023. ['Refugee Education Is Our Responsibility': How Governance Shapes the Politics of Bridging the Humanitarian—Development Divide](#). *Journal of Refugee Studies*, 36(4), pp.604-628.

Celik, S.E.R.K.A.N., Kardaş İşler, N.E.R.G.İ.Z. and Saka, D., 2023. [Refugee education in Turkey: Barriers and suggested solutions](#). *Pedagogy, Culture & Society*, 31(4), pp.687-705.

Cohen, E., 2023. ["We Aren't Only Here to Teach": Caring Practices of Teachers in the Context of Inclusive Refugee Education in Jordan](#). *American Educational Research Journal*, 60(1), pp.3-35.

Molla, T., 2023. [Refugee education: homogenized policy provisions and overlooked factors of disadvantage](#). *International Studies in Sociology of Education*, 32(4), pp.902-923.

Poole, A. and Riggan, J., 2023. [What kind of weapon is education? Teleological violence, local integration, and refugee education in Northern Ethiopia](#). *Journal of Refugee Studies*, 36(4), pp.694-711.

Reddick, C. and Chopra, V., 2023. [Language considerations in refugee education: languages for opportunity, connection, and roots](#). *Language and Education*, 37(2), pp.244-261.

Sarid, A. and Binhas, A., 2023. [Educational leadership for migrant and refugee education: challenges and dilemmas in the Israeli context](#). *Journal of Educational Administration*, 61(4), pp.423-438.

RESOURCES

[UNHCR Higher Education Newsletter Q1 2024](#)



EVENTS

[World Bank – UNHCR Joint Data Center 3rd Research Conference on Forced Displacement](#)

Conference will center on: i) socioeconomic analysis of forcibly displaced populations – particularly internally displaced people (IDP) and stateless people; ii) socioeconomic analysis of forced displacement in sub-Saharan Africa; iii) innovations in data-related forced displacement research (e.g., sampling, data collection); and iv) operational and policy impact of data and evidence in displacement settings

Organizer: World Bank – UNHCR Joint Data Center

Date: 19-21 September 2024

Location: Abidjan, Côte d'Ivoire

[Call for papers](#)

[The National Refugees and Asylum Seekers Conference 2024](#)

This conference aims to address issues related to refugees and asylum seekers. It provides a platform for discussions and solutions in the context of education and other relevant areas.

Organizer: Institute of Government & Public Policy

Date: May 15, 2024

Location: London, United Kingdom

[Registration](#)

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