

REFUGEE EDUCATION RESEARCH DIGEST

The Education Research Digest features the latest evidence on refugee education. This quarter's edition contains a deep dive on Connected Education. The digest aims to provide a balanced and comprehensive overview of the current state of knowledge and practice on the thematic area, as well as to identify gaps and priorities for future research and action.¹ The digest presents a brief overview of the main findings from a number of relevant publications, from academia and grey literature, with links to the full texts (where available). The publications covering the year 2023-2024 are selected based on criteria such as relevance, quality, timeliness and diversity of sources and perspectives.

Latest Research

IN BRIEF

The impact of the COVID-19 pandemic in the inclusion of refugee students in Greek schools: pre-service teachers' views about distance learning

Author, Publication, Year: Samsari, E., Palaiologou, N., & Nikolaou, G., *Societies*, 2024

Abstract: Over the last two years, the prolonged massive school closure due to COVID-19 has provoked significant constraints for refugee children. The present study aimed to investigate the perceptions of Greek pre-service teachers on refugee education during the COVID-19 pandemic. A questionnaire was addressed to 32 native university students (n = 32) who attended Education Departments in Western Macedonia in Greece. The results showed that the prevalence of distance education affected pre-service teachers' perceptions. The access to devices with internet capability as well as the cultural barriers were considered to be crucial factors for the school attendance of refugee children. Participants' perceptions of the level of teacher preparation in a distance learning environment were related to their level of self-efficacy for supporting refugee students. The study found that the sudden shift to distance education posed significant challenges for these students. Access to internet-enabled devices and the adjustment to a new learning environment were among the major hurdles. Additionally, language proficiency issues, which were already a concern, became even more pronounced in the online learning context. This made it difficult for refugee students to participate effectively and understand the content being taught. The study also highlighted the role of teacher preparedness in this scenario. The ability of teachers to support refugee students was closely tied to their

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.

level of preparation for distance learning. The findings suggest that in the aftermath of COVID-19 pandemic, the international community should make efforts to ensure the school attendance of all refugee students.

Recommendations for policy and practice:

Teacher training: Enhance teacher training programmes to include strategies for supporting refugee students in distance learning environments.

Curriculum development: Develop a curriculum that is adaptable and culturally responsive to address the diverse needs of refugee students.

Educational policy: Evaluate and improve educational policies to ensure effective inclusion and support for refugee students post-pandemic.

Technology access: Address digital inequality by ensuring access to necessary technology and internet connectivity for refugee students.

Recommendations for research:

Concentrate on the creation of an initial teacher training curriculum that prioritizes the development of culturally sensitive educators. This is crucial not only in normal circumstances but also during future pandemics or other crises.

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

IN BRIEF

EDUBox: finding suitable locations for off-grid mobile classrooms in the context of underserved communities

Author, Publication, Year: Martinetti, A., *Journal of International Humanitarian Action*, 2024

Abstract: The refugee crisis and the COVID-19 pandemic continue to negatively impact access to education, and especially disproportionately affect underserved communities. Apart from access, such communities experience additional barriers including inadequate classroom infrastructure and suitable localization of such infrastructure. This paper aims to provide an analytical framework to identify the most suitable locations for mobile classrooms for underserved communities, thereby mitigating the lack of access to equitable education. To construct the analytical framework, authors conduct a critical literature review to conceptualize the educational needs of underserved communities. Next, authors proposed parameters that may be applicable to identify locations that match the educational needs of underserved communities. This framework was applied to a use case for determining suitable location areas for an innovative mobile classroom (EDUBox) in Jordan. Using the framework, authors demonstrate its applicability by identifying appropriate locations



1 – 20th December, 2023, Jordan.

adapted to the tertiary and vocational education needs of underserved persons including refugee communities.

Recommendations for policy and practice:

Support for flexible learning environments: Support the establishment and maintenance of flexible learning environments like the EDUBox, through policy framework that are adaptable to the dynamic needs of refugees and underserved populations. Traditional, rigid educational infrastructure often fails to meet these needs effectively.

Integration with national education systems: Integrate educational programmes for refugees with national education systems to avoid parallel systems that may be less efficient and more costly. This requires policy adjustments to recognize foreign qualifications and inclusive educational practices.

Focus on vocational and technical education: Emphasize Technical and Vocational Education and Training (TVET) programmes that cater to the immediate needs of refugee populations, many of whom may not have completed secondary education and require skills-based training for employment.

Collaboration with local stakeholders: Engage local communities, governments, and NGOs in the planning and implementation process to ensure that educational initiatives are culturally appropriate and meet the specific needs of the target population.

Recommendations for research:

Impact assessment studies: Conduct longitudinal studies to assess the long-term educational and socio-economic impacts of mobile classrooms on refugee and underserved populations. This includes tracking educational outcomes, employment rates, and social integration over time to provide robust evidence of the benefits and areas for improvement.

Technological innovations in mobile learning: Investigate new technological solutions and innovations that can enhance the delivery of education through mobile classrooms. This includes exploring the use of renewable energy sources, advanced digital learning platforms, and mobile connectivity solutions to ensure continuous and effective learning environments.

Cultural and contextual adaptation: Focus on how mobile classrooms can be culturally and contextually adapted to meet the specific needs of diverse refugee and underserved communities. This involves understanding local educational preferences, linguistic needs, and cultural sensitivities to tailor educational content and delivery methods accordingly.

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

IN BRIEF

A capabilities response to the design and delivery of distance learning for the most educationally marginalized children during COVID-19

Author, Publication, Year: Sykes, K., *Journal on Education in Emergencies*, 2023

Abstract: The Transformational Empowerment for Adolescent Marginalised Girls in Malawi (TEAM) project provides complementary basic education to adolescents who have been left behind by the mainstream education system. Its students are primarily girls who face multiple intersecting barriers to learning, including disability, child marriage, motherhood, poverty, and harmful gender norms. Distance learning provided by the Government of Malawi during the COVID-19 pandemic relied on students proactively accessing centrally created lessons through technologies such as radio and the internet. In this field note, the author argues that such an approach does not meet the needs of the most educationally marginalized children, who require holistic support to overcome barriers arising from their individual characteristics, available resources, and lived environment. The author contrasts the mainstream approach with the TEAM Girl Malawi response, which used a capabilities framework based on the concepts developed by Amartya Sen and further elaborated by Martha Nussbaum, and which led to three key innovations. First, a paper-based mode of delivery was complemented by in-person support from teachers. Second, the lesson content prioritized resilience and social-emotional skills as the foundation for learning, and teachers adapted a core curriculum to individual students' learning needs. Third, teachers' roles were expanded to include child protection and community engagement. The author concludes this field note by identifying learning points based on students' experiences and learning outcomes, which demonstrate how future distance learning responses during a pandemic can be inclusive of all learners.

Recommendations for policy and practice:

Inclusive education: Need to adopt a capabilities approach to ensure that distance learning meets the needs of the most educationally marginalized children, considering individual characteristics, access to resources, and the lived environment.

Teacher support: Provide teachers with additional training, support, safety equipment, and resources to adapt to learners' individual needs and integrate social-emotional content with academic learning.

Social-emotional learning: Integrate social-emotional content with academic learning to support students under stress and improve resilience.

Child protection: Expand teachers' roles to include child protection and community engagement to prevent dropout due to child marriage, pregnancy, and child labour.

Recommendations for research:

Distance learning innovations: Investigate the effectiveness of paper-based distance learning complemented by in-person teacher support, prioritizing resilience and social-emotional skills.

Teacher training: Assess how providing teachers with extra training, resources, and support enables them to tailor their teaching methods to the unique requirements of each student and incorporate responsibilities related to child protection.

Policy and planning: Examine the implications of government-led distance learning strategies and their inclusivity, especially for the most marginalized learners.

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

IN BRIEF

Bridging the digital divide in migrant education: critical pedagogy and inclusive education approach

Author, Publication, Year: Akinlar, A. et al., *Journal of Qualitative Research in Education*, 2023

Abstract: This review paper explores the relationship between migration and issues of social justice, inequalities, and access to education which have been exacerbated recently with the emergence of the COVID-19 pandemic and have taken on a new dimension with the digitalization of education specifically for refugees among other immigrants. It addresses the use of Technology Enhanced Learning (TEL) and Information and Communication Technologies (ICTs) in practices of inclusion and adaptation of refugees. Additionally, this scoping literature review introduces accessible, sustainable, and effective practices that could help displaced adults and children overcome the adverse effects and inequalities experienced by migration. The idea that critical pedagogy provides a firm ground and implications for multicultural education is emphasized. Solutions and recommendations regarding programme, curricula, and syllabi development are presented to create a more inclusive educational ecosystem for displaced people.

Recommendations for policy and practice:

Critical pedagogy: There is need to emphasize the role of critical pedagogy in creating a socially just world and transforming educational practices to be more inclusive.

Digitalization: Important to utilize digital technologies to democratize education and provide accessible, sustainable, and effective learning opportunities for forcibly displaced individuals.

Inclusive ecosystem: Develop programmes, curricula, and syllabi that promote an inclusive educational ecosystem for migrants, focusing on multicultural education and social justice.

Sustainable education: Establish support global structures and organizations to promote equal quality education and address the educational needs of forcibly displaced people.

Recommendations for research:

Digitalization in education: Investigate the transformative role of digital technologies in democratizing education and promoting inclusivity.

Refugee education: Research on the use of Technology Enhanced Learning (TEL) and Information and Communication Technologies (ICTs) for the inclusion and adaptation of refugees is needed.

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

IN BRIEF

Designing for social justice: a decolonial exploration of how to develop EdTech for refugees

Author, Publication, Year: Barnes, K. et al., *Education Sciences*, 2023

Abstract: This paper reflects on the lived experiences of young refugees located in Pakistan and Rwanda when interacting with education technology (EdTech) during and following displacement. The authors offer a broad decolonial commentary on issues related to the design and development of EdTech initiatives for refugees, noting some of the historical trends prevalent in the education and emergencies sector. The authors are guided by questions such as: What is the rationale behind choosing EdTech as a starting point? Who designs the products? Where are they designed? How are they designed? And, which power dynamics are at play during the design process? The authors draw on qualitative data generated through three focus group discussions with refugees from Rwanda and Pakistan, where they explore their experiences of EdTech. The focus group included a creative element inviting participants to imagine what a liberatory EdTech practice would look like. The research study finds that refugee views on what makes good EdTech are diverse, emphasising the point that there is no 'one size fits all' when it comes to designing EdTech for and with refugees. However, there was strong consensus that technology is central to enabling the participating refugees to achieve their educational goals, and subsequently their core goals of securing employment and integrating within their host communities. Participants also reported several barriers that continue to hamper their progress towards achieving their goals, many of which stem from the cultural, material and (geo)political injustices to which they are subjected as refugees. Refugee participants also agree that EdTech products should be delivered in a language and format that is appropriate and accessible in the context.

Recommendations for policy and practice:

Decolonial approach: Utilize a decolonial lens to review and design EdTech, ensuring it addresses historical and geopolitical power dynamics.

Community collaboration: Engage actively with refugee communities in the design process to ensure EdTech meets their specific needs and contexts.

Open practices: Embrace open standards and data to increase collaboration and avoid duplicating efforts in the EdTech community.

Contextualization: Adapt and contextualize EdTech to the specific settings and experiences of refugees to avoid universalizing assumptions.

Recommendations for research:

Inclusive design: Involve refugees actively in the EdTech design process to ensure the products reflect their needs and values.

Ethical data practices: Ensure a critical assessment of the data collection processes in EdTech, ensuring ethical practices that respect refugees' privacy and agency.

Sustainable design: Analyse the ecosystem to ensure EdTech development is sustainable, considering factors like resource availability and cultural relevance.

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

IN BRIEF

Digitally powered ‘learning to earning’ for displaced young people and adolescent girls and young women

Author, Publication, Year: Nicolai, S., Sarwar, M. & Kosbar, Y., *ODI*, 2023

Summary: The report explores the transformative potential of digital technology in forging ‘learning to earning’ pathways for displaced young individuals, with a special focus on adolescent girls and young women. It underscores the pivotal role of digital inclusion in education and employment, shedding light on the unique challenges and opportunities in regions such as East Africa, the Horn of Africa, and the Middle East and North Africa (MENA). The report brings to the fore the immense potential of technology in opening up new avenues for marginalized groups to access education and employment. It emphasizes that digital skills are becoming increasingly crucial in the job markets of the future. However, it also highlights the existence of a significant gender gap in digital access and usage, which hampers women’s ability to leverage ICT for basic purposes. The report identifies a conspicuous lack of data on the effectiveness of digital learning and earning interventions. This suggests a pressing need for continuous evaluation and adaptation of ‘learning to earning’ pathways. The report proposes promising actions such as co-designing learning to earning initiatives, differentiating offerings, developing digital pathways, blending in-person and digital components, and supporting digital literacy and skills.



2 - 4th March, 2024, Kenya.

Recommendations for policy and practice:

Co-design with users: Engage all stakeholders to develop and evaluate learning to earning initiatives, ensuring content is relevant to local contexts.

Differentiate offerings: Recognize diverse needs and digital skill sets, and conduct baseline assessments to guide digital intervention designs.

Develop pathways: Explicitly create pathways from learning to earning, indicating how interventions will achieve this and measure success.

Blended learning approaches: Combine face-to-face and digital methods to increase participation and support transitions into the labour market.

Recommendations for research:

Digital literacy levels: Investigate how baseline and digital literacy levels affect pathways in digitally powered learning to earning.

Market linkages: Explore innovations in digitally powered learning that connect learners with market opportunities, such as mentoring and internships.

Gender digital divide: Examine strategies to strengthen equity and inclusion, particularly how to counter gender digital divides.

Sustainable funding: Conduct research to identify key features of funding models that support successful digitally powered learning to earning initiatives.

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

IN BRIEF**Education in times of restriction: an examination of refugee girls' and young women's access to learning during COVID-19 school closures in Pakistan**

Author, Publication, Year: Barnes, K. et al., *Educational Research for Policy and Practice*, 2023

Abstract: This paper examines the extent to which refugee girls and young women were able to access learning during COVID-19 education closures in Pakistan, and the role that EdTech played in their learning. It is based on findings from a survey with 403 Afghan refugee students, along with in-depth interviews with six young female refugees. The research shows that, while the majority of female refugee students were able to continue accessing education in some form during school closures, learning access was nevertheless limited, and a sizable minority were not engaged in any learning during this time. Teacher and institutional support was either absent or inadequate for many students, and infrastructure and devices that serve to support remote learning were not always reliable or accessible. Although male respondents were less likely than females to engage in independent study during the closures, refugee girls and young women were significantly less likely than their male counterparts to own the devices they needed for learning. The findings demonstrate how targeted investment in specific types of EdTech and teacher professional development, as well as supporting educational institutions in the establishment of remote learning opportunities, could help sustain learning during future periods of educational restriction.

Recommendations for policy and practice:

Device access: Policies should facilitate increased financial support or make device and internet access more affordable for refugee students, focusing on device access for girls and young women.

Institutional support: Support institutions serving refugees in Pakistan to provide full access to online learning environments, resources, and support staff during educational restrictions.

Teacher professional development: Prioritize professional development for teachers to increase their technological knowledge and skills, and improve their responsiveness to student needs.

Gender-specific barriers: Increase understanding of gender-specific barriers to education and adapt support accordingly to sustain learning effectively during future restrictions.

Recommendations for research:

EdTech integration: Investigate effective strategies for integrating EdTech to support refugee education, especially for girls and young women.

Resource accessibility: Explore ways to improve access to learning resources, including internet connectivity and devices, for refugee students during crises.

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

IN BRIEF

How can messaging apps, WhatsApp and SMS be used to support learning? A scoping review

Author, Publication, Year: Jordan, K., *Technology, Pedagogy and Education*, 2023

Abstract: In response to disruption to education during the COVID-19 pandemic, mobile phone-based messaging has emerged in some instances as an accessible, low-connectivity way of promoting interactivity. However, no recent reviews have been undertaken in relation to how social media and messaging apps can be used to effectively support education in low- and middle-income countries (LMICs). In this scoping review, 43 documents were identified for inclusion, and three main thematic areas emerged: (1) supporting student learning (including interacting with peers and other students, peer tutoring and collaborative learning; and interacting with teachers, through content delivery, teaching and assessment); (2) teacher professional development (including structured support and prompts, and informal communities of practice); and (3) supporting refugee education. The findings reveal that within the context of refugee education, the role of messaging apps has been found to be significant. They serve as a conduit for mobile mentoring, linking teachers with mentors from around the world. This has been particularly beneficial in supporting teacher development within refugee camps. Furthermore, these apps have promoted a culture of peer learning among refugee teachers. They share their experiences and work together to develop teaching materials, creating a collaborative learning environment. One of the key advantages of these apps is their ability to deliver course materials to student teachers in remote areas. This has helped overcome the traditional barriers to accessing education, making learning more inclusive. Lastly, these platforms have been instrumental in building communities. They provide both social and educational support for young refugees, helping them feel more connected and less isolated.

Recommendations for policy and practice:

Mobile messaging in education: Utilize messaging apps like WhatsApp and SMS to support interactive learning, especially in LMICs.

Teacher professional development: Implement structured support and informal communities of practice through messaging platforms to enhance teacher training and collaboration.

Refugee education: Leverage messaging tools to facilitate education in refugee contexts, providing access to resources and support networks for both students and teachers.

Safeguarding issues: There is a need for detailed consideration of safeguarding issues when using messaging apps in education.

Recommendations for research:

Long-term impacts: Focus on the long-term effects of using messaging apps for educational purposes and their impact on learning outcomes.

Robust evidence: Further robust evidence is required to scale up principles demonstrated in small-scale studies to larger programmes.

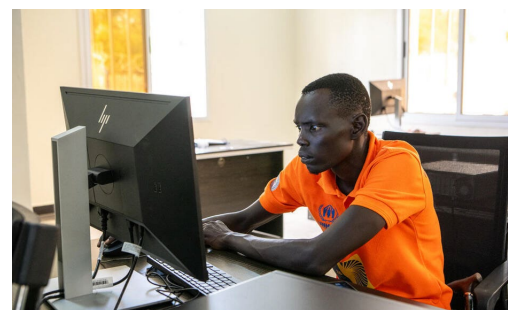
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IN BRIEF

Refugees' experiences with online higher education: impact and implications through the pandemic

Author, Publication, Year: Shah, M. & Calonge, D., *Journal of Applied Learning & Teaching*, 2023

Abstract: This paper examines refugees' experiences with online higher education during COVID-19, a phenomenon which impacted millions of lives in displaced conditions. Through this, it unveils conditions, or lack thereof, of inclusivity as well as other unexpected concerns which have impacted refugees' experiences through a change to online higher education. A scoping review of the literature is conducted to identify relevant studies that explore refugees' experiences and challenges with online higher education during COVID-19. This has enabled an analysis which generates fresh insights into a lack of inclusion in online higher education opportunities for refugees and deeper levels of unrest impacting their experiences. As such, results are classified into three overarching themes: (1) Refugees, COVID-19, and online higher education; (2) multiplicity of barriers; (3) socio-economic status and mental health. The findings indicate that inadequate



3 - 10th April, 2024, South Sudan.

opportunities and access to online higher education persisted for refugees' during the pandemic, impacting not only the continuity of education but also social integration, financial stability, and mental well-being.

Recommendations for policy and practice:

Inclusive policies: Develop strategies for rapidly adaptable measures to provide greater inclusion of refugees in online higher education.

Support mechanisms: Implement continuous online and offline counselling and support systems to address refugees' mental health and social integration challenges.

Technology access: Ensure access to necessary technology, stable internet connections, and language support to facilitate refugees' online learning.

Refugee-centric solutions: Create local solutions and job opportunities that are relevant and accessible to refugees, aiding in bridging skill gaps and employability.

Recommendations for research:

Inclusion in online education: Investigate strategies to enhance inclusivity and access to online higher education for refugees, especially during crises like the COVID-19 pandemic.

Barrier analysis: Examine the multiple barriers that refugees face in accessing online higher education, including technological, financial, and language obstacles.

Socio-economic and mental health: Explore the impact of socio-economic status and mental health on refugees' educational experiences and outcomes in online settings.

Policy implications: Assess the implications of current policies on the accessibility and quality of online higher education for refugees and propose actionable policy changes.

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IN BRIEF

The impact of COVID-19 on connected learning: unveiling the potential and the limits of distance education in Dadaab refugee camp

Author, Publication, Year: Kim, H., Mirco, S., & Kassahun, H., *Journal on Education in Emergencies*, 2023

Abstract: Over the last decade, York University (YU), through the Borderless Higher Education for Refugees Project, has provided higher education in situ to refugee and local teachers in Dadaab, Kenya, one of the world's largest and longest standing refugee camps. In 2020, COVID-19 aggravated the insecurity and marginalization already present in Dadaab, which had profound effects on the education infrastructure and tested the university's capacity to continue to offer equitable and quality education. In this field note, the authors explore and reflexively capture the innovative responses to the complex challenges encountered during the COVID-19 pandemic, and unpack the limits and the potential of distance education in Dadaab. The note finds that while YU students completed the 2020-2021 academic

year and remained on track to complete their programmes within the project funding cycle, this did not necessarily translate into a satisfying and quality learning experience. Despite best efforts to secure the resources and infrastructure needed for the students, students were limited by the overall infrastructure of the camp. The students' different social and geographic locations and the physical limits of the camp appeared more significant than ever, which led to wider performance gaps. Even for those with connectivity, studying in the camps was extremely challenging. The authors conclude that success with distance learning during the pandemic was only possible because of the relationships, community, and infrastructure we had built over the previous decade of offering blended programmes, which were centered around moments of connection through in-person interaction. The authors encourage any university or education institution considering working in such contexts of displacement to plan for and develop, in advance, various forms of blended instruction and the physical infrastructure needed to deliver the programmes.

Recommendations for policy and practice:

Blended learning infrastructure: Establish physical infrastructure like the BHER Learning Centre to optimize online engagement and learning, ensuring safety and resource equity.

Local capacity building: Include capacity-building opportunities in programme design, leveraging local experts and peer mentors to find sustainable solutions for the community.

Adaptation to local contexts: Adapt courses and technology to local contexts, ensuring low-bandwidth models and creative online solutions to maintain student engagement.

Collaborative solutions: Promote strong collaboration among local partners, students, instructors, and operational staff to implement proactive responses to contextual changes.

Recommendations for research:

Local experiences: Emphasize research on connected learning (CL) from the grounded experiences of students in crisis contexts, whose perspectives are often overlooked.

Educator practices: Explore the daily practices of educators and the material infrastructure required to deliver and sustain quality online learning.

Blended Instruction: Investigate the importance of blended instruction and physical infrastructure in contexts of displacement for effective education delivery.

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

IN BRIEF

Gamified interventions for refugee children in primary education: a scoping study

Author, Publication, Year: Bizota, K. & Papadopoulou, M., *CEUR Workshop Proceedings*, 2023

Abstract: A significant proportion of displaced children encounter obstacles in accessing and attaining quality education, particularly in the context of enriching learning opportunities in a second language. Gamification of learning is a design process that can augment an existing educational context by incorporating game elements. To grasp the nature and the full potential of gamification in language learning, a scoping study was applied to detect gamified interventions that were designed for refugee students aged 6-12 years old and implemented in various formal and informal environments. Research papers were selected and supplemented by web searches to trace online reports and relevant projects for refugees. In total, 26 interventions were selected for the coding process. The findings were organized in a narrative synthesis of emerging learning practices that respond to several gamified perspectives relating to the needs and characteristics of the target population. The findings highlight how gamification can significantly enhance learning. This approach is particularly beneficial for language learning among refugee children. The study reviews a range of interventions, including serious games, digital courses, and web-based platforms with the primary aim of supporting language acquisition and social adjustment among refugee children. The results of these interventions have been positive, showing marked improvements in language learning, social adjustment, and psychosocial well-being. Gamified features such as narrative, personalization, and collaboration have proven to be particularly effective. However, the study also emphasizes the importance of design considerations. It suggests that when designing gamified interventions, the specific needs and contexts of refugee children should be taken into account. This includes a focus on multilingualism, autonomous learning, and psychosocial support.



4 - 9th November, 2023, Afghanistan.

Recommendations for policy and practice:

Gamification in education: Use gamification to enhance language learning and psychosocial well-being for refugee children, adapting to various educational contexts.

Multilingual platforms: Develop and integrate multilingual gamified platforms to facilitate learning in students' native languages, promoting autonomy and positive attitudes towards learning.

Collaborative learning: Encourage collaborative gamified activities that transcend language barriers and foster social integration and intercultural interaction.

Co-design practices: Implement co-designed practices involving refugee students in the development of gamified interventions to ensure cultural sensitivity and relevance.

Recommendations for research:

Empirical rigor: Future studies should exhibit empirical rigor and extensive quantitative data to reassess the effectiveness of specific game elements in refugee education.

Human-centered design: Research should focus on a human-centered design that meaningfully impacts refugee learners, emphasizing well-designed instructional content.

Blended learning: Investigate approaches to blended learning or integrating gamification into curricula as potential areas for further research in refugee education.

Contextual factors: Consider contextual factors, especially in low-resource environments like refugee camps, to understand the effectiveness of digital education.

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

Additional Reading

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

Mizza, D., 2023. The Pathway to Unlocking Refugees' Learning Potential: [Current Challenges and Lifelong Learning Solutions](#). In *Teaching Refugees and Displaced Students: What Every Educator Should Know* (pp. 139-159). Cham: Springer International Publishing.

Creely, E., Henderson, M. and Tour, E., 2024, March. [Digital empowerment for culturally and linguistically diverse adult learners from refugee backgrounds](#). In *Society for Information Technology & Teacher Education International Conference* (pp. 553-561). Association for the Advancement of Computing in Education (AACE).

Gallagher, M., Nanyunja, S., Akello, M., Mulondo, A. and Miranda, J.J., 2024. [Hopeful futures for refugees in higher education: Cultivation, activation, and technology](#). *International Journal of Educational Technology in Higher Education*.

Greenaway, L., Akkinepally, N., Rahim, H., Lichtman, L. and Mhapadi, K., 2024. [Breaking the Digital Divide: How Tech-Enabled Project-Based Learning Can Level the Playing Field for Marginalized Learners](#). In *Global Perspectives on Teaching with Technology* (pp. 179-197). Routledge.

Motevali Zadeh Ardakani, A., Sellars, M. and Imig, S., 2024. ["Do you think I ever learn English?": experiences of limited technology access among Middle Eastern refugee mothers in regional Australia](#). *Journal for Multicultural Education*.

RESOURCES

[RRN Refugee Digest 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](#)

[PA Refugee Education Summit](#)

Summit is designed for educators and community workers in Pennsylvania to share best practices and strategies for supporting refugee students. It is particularly beneficial for those involved in K-12 education and community-based educational support.

Organizer: PA Department of Education

Date: 24-25 September 2024

Location: Harrisburg Hilton, Harrisburg, PA, USA

[Call for papers](#)

[2024 Annual Conference: What Works Hub for Global Education](#)

The What Works Hub for Global Education is an international partnership working out how to implement education reforms at scale, with the goal of increasing literacy, numeracy and other key skills in low- and middle-income countries.

Organizer: Blavatnik School of Government, University of Oxford

Date: 25-26 September 2024

Location: Oxford, United Kingdom

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