Refugee Education Statistics: Issues and Recommendations

UNESCO Institute for Statistics and UNHCR

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The UNESCO Institute for Statistics (UIS) is the statistical office of UNESCO and is the UN depository for global statistics in the fields of education, science, technology and innovation, culture and communication. The UIS is the official source of internationally comparable data used to monitor progress towards the Sustainable Development Goal (SDG) on education and key targets related to science, culture, communication and gender equality.

The United Nations High Commissioner for Refugees

The United Nations High Commissioner for Refugees (UNHCR) is a global organization dedicated to saving lives, protecting rights and building a better future for refugees, forcibly displaced communities and stateless people. It works to ensure that everybody has the right to seek asylum and find safe refuge, having fled violence, persecution, war or disaster at home. Since 1950, the organization has faced multiple crises on multiple continents, and has provided vital assistance to refugees, asylum seekers, internally displaced and stateless people, many of whom have nobody left to turn to.

Acknowledgements

The Memorandum of Understanding (MoU) signed in June 2019 between the Office of the United Nations High Commissioner for Refugees and the UNESCO Institute for Statistics aimed to:

    i. Develop regular and sustainable international reporting on refugee education;

    ii. Improve the quality of data available adhering to international standards and methodologies;

    iii. Increase capacity on refugee education data management at country and regional level considering also SDG4 data needs; and

    iv. Carry out data research and analysis on the state of education for refugee and host community children and youth pending funding to be obtained through joint fundraising efforts.

The present paper - Refugee Education Statistics: Issues and Recommendations - is the first product of the MoU. The paper will contribute to setting standards for refugee education data collection to avoid duplication for better data-sharing and co-ordination between relevant agencies.

Suggested Citation

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Executive Summary

Refugee education has been, until recently, a largely overlooked issue, and encompasses a vast array of data producers, fragmented tools and data sources, along with non-standardized ways of measuring and reporting education indicators for this particularly vulnerable population. This paper reviews the available data sources on refugee education that could contribute to SDG4 monitoring for refugees, covering access, learning, protection and safety. It examines a range of sources such as UN registration and monitoring data, household surveys, administrative surveys, Education Management Information Systems (EMIS), other school-based surveys, censuses, international learning assessments, national examinations, and operational data to understand where data lies across the data value chain.

This review highlights key challenges with regards to:

- Identification of refugees, especially using proxies such as nationality or native language.
- Absence of disaggregation by refugee status in existing data sources that may cover refugees, such as EMIS.
- Over-emphasis on data on access to education, especially enrolment and attendance, while excluding other measurement such as retention, dropout, learning and safety.
- Poor integration of refugee education data into national statistical frameworks.

In order to address these challenges and improve data on refugee education, this paper suggests that governments and organizations:

- Prioritize the safe identification of refugees in existing data collection tools, such as EMIS, using unique IDs or nationality as proxy where it is not feasible or politically sensitive to ask about refugee status.
- Disaggregate data on refugee education, not only by refugee status where protection risks are low, but also by age, gender, disability, education attainment, pre-displacement and socioeconomic status.
- Optimize the added value of enhanced identification and disaggregation to expand coverage on indicators beyond enrolment and attendance, to measuring dropout, retention, learning and safety measures. This may provide a more comprehensive assessment on refugee children's learning and overall development, while better reflecting the education needs and informing education responses for displaced populations.
- Coordinate and set standards for refugee education data collection to avoid duplication, using models such as the UNHCR-UNICEF Blueprint for Joint Action and the Inter-agency Network for Education in Emergencies (INEE) Data Reference Group for Education in Emergencies (EiE), as models for better data-sharing and coordination.

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Acronyms

ADEA	Association for the Development of Education in Africa
AMIE	Archive of Education Institutions (Archivo Maestro de Instituciones Educativas)
CBI	Cash-Based Interventions
CBO	Community-Based Organization
CCTE	Conditional Cash Transfer for Education
CRC	Convention on the Rights of the Child
DQAF	Data Quality Assessment Framework
DHS	Demographic and Health Surveys
DPIA	Data Protection Impact Assessment
EAP-ECDS	East Asia Pacific Early Child Development Scales
ECE	Early Childhood Education
EDI	Early Development Instrument
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EGRIS	Expert Group on Refugee and Internally Displaced Persons Statistics
eHCI	Early Human Capability Index
EMIS	Education Management Information Systems
ENADID	National Survey of the Demographic Dynamic (Encuesta Nacional de la Dinámica Demográfica)
ENIGH	National Income and Expenditure Household Survey (Encuesta Nacional de Ingresos y Gastos de los Hogares)
GCPEA	The Global Coalition to Protect Education from Attack
HH	Household
ICCS	International Civic and Citizenship Education Study
ICILS	International Computer and Information Literacy Study
IDELA	International Development and Early Learning Assessment
IGO	Inter-Governmental Organization
ILA	International Learning Assessment
INEE	Inter-agency Network for Education in Emergencies
INEGI	National Institute for Statistics and Geography (Instituto Nacional de Estadística y Geografía)
IPUMS	Integrated Public Use Microdata Series
ISAIS	Integrated Social Assistance Information System
ISCWeB	the International Survey of Children's Well-Being
MDL	UNHCR Microdata Library
MELQO	Measuring Early Learning Quality and Outcomes
MICS	Multiple Indicator Cluster Surveys
MoE	Ministry of Education

NEET	Not in Education, Employment or Training
NGO	Non-Governmental Organization
OECD	Organisation for Economic Cooperation and Development
OOSC	Out-of-school children
PAL	People's Action for Learning
PASEC	Programme for the Analysis of Confemen Education Systems (Programme d'analyse des systèmes éducatifs de la CONFEMEN)
PDM	Post-Distribution Monitoring Tool
PILNA	Pacific Islands Literacy and Numeracy Assessment
PIM	Protection in Information Management
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PRIDI	Regional Project on Child Development Indicators (Proyecto Regional de Indicadores de Desarrollo Infantil)
ProGres	Profile Global Registration System
SABER	Systems Approach for Better Education Results
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDG	Sustainable Development Goal
SIAGIE	Support Information System for the Management of the Educational Institution (Sistema de Información de Apoyo a la Gestión de la Institución Educativa)
STEP	Skills Towards Employability and Productivity
TALIS	Teaching and Learning international Survey
TERCE	Third Regional Comparative and Explanatory Study (Tercer Estudio Regional Comparativo y Explicativo de Análisis Curricular)
TIMSS	Trends in International Mathematics and Science Study
UIS	UNESCO Institute for Statistics
UN	United Nations
UN DESA	United Nations Department of Economic and Social Affairs
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
VASyR	Vulnerability Assessment of Syrian Refugees in Lebanon

Key Terms

Asylum Seeker	"A general term for any person who is seeking international protection. In some countries, it is used as a legal term referring to a person who has applied for refugee status or a complementary international protection status and has not yet received a final decision on their claim. It can also refer to a person who has not yet submitted an application but may intend to do so or may be in need of international protection. Not every asylum seeker will ultimately be recognized as a refugee, but every refugee is initially an asylum seeker. However, an asylum seeker may not be sent back to their country of origin until their asylum claim has been examined in a fair procedure and is entitled to certain minimum standards of treatment pending determination of their status." https://www.unhcr.org/glossary/
Forced Displacement	"The movement of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence (whether within their own country or across an international border), in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters." https://www.unhcr.org/glossary/
International Migrant	"For the specific purposes of global statistics on international migration, the United Nations Department of Economic and Social Affairs (UN DESA) defines an international migrant as any person who changes their country of usual residence (excluding short-term movement for purposes of recreation, holiday, visits to friends and relatives, business, medical treatment or religious pilgrimage)...[However, there is no universally accepted definition of the term migrant, and the term is not defined by international law.]" https://www.unhcr.org/glossary/
Refugee	The definition of refugee status, based on the 1951 Convention Relating to the Status of Refugees and the 1967 Protocol Relating to the Status of Refugees, is someone "who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country". For a more detailed discussion see: https://emergency.unhcr.org/entry/55772/refugee-definition.
Refugee Camp	"A plot of land temporarily made available to host refugees in temporary homes. UNHCR, host Governments and other humanitarian organizations provide essential services in refugee camps including food, sanitation, health, medicine and education. These camps are ideally located at least 50 km away from the nearest international border to deter camp raids and other attacks on its civilian occupants."
Returnee	"A former refugee who has returned from a host country to their country of origin or former habitual residence, spontaneously or in an organized fashion, with the intention of remaining there permanently and who is yet to be fully integrated. Returnees include those returning as part of the operationalization of the cessation clauses in the 1951 Convention and regional equivalents. The High Commissioner has a protection and solutions mandate for returnees as former refugees." https://www.unhcr.org/glossary/
Refugee Status	"The formal recognition (whether by UNHCR or a State) of a person as fulfilling the criteria required to designate them as a refugee according to international, regional or national law." https://www.unhcr.org/glossary/

1. The Context of Refugee Education

Across the world, refugees[1] represent a growing proportion of people affected by forced displacement, whose needs for relief and development have never been more compelling. By the end of 2020, there were over 80 million forcibly displaced people worldwide[2], of which 26.4 million were refugees under the mandate of the United Nations High Commissioner for Refugees (UNHCR) and United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) and 4.1 million were asylum seekers (UNHCR, 2021c). 41% of the refugees under UNHCR's mandate, 10 million persons globally, were children (UNHCR, 2021c). The responsibility of hosting refugees often falls on low- and middle-income countries (LMICs), who have the least resources to spare (see Figure 1). In 2019, only two high-income countries (Germany and Chile) were among the top 15 refugee hosting countries in the world[3]. Among the remaining 13, five were low-income countries[4] and eight were middle-income countries, which can be further broken down to six upper middle-income and two lower middle-income countries[5] (UNHCR, 2020c). By mid-2020, 39% of refugees and Venezuelans displaced abroad were hosted in just five countries: Turkey, Colombia, Pakistan, Uganda and Germany (see Appendix 1).

Figure 1: **Number of refugees and those in refugee-like situations hosted by country, 2020**
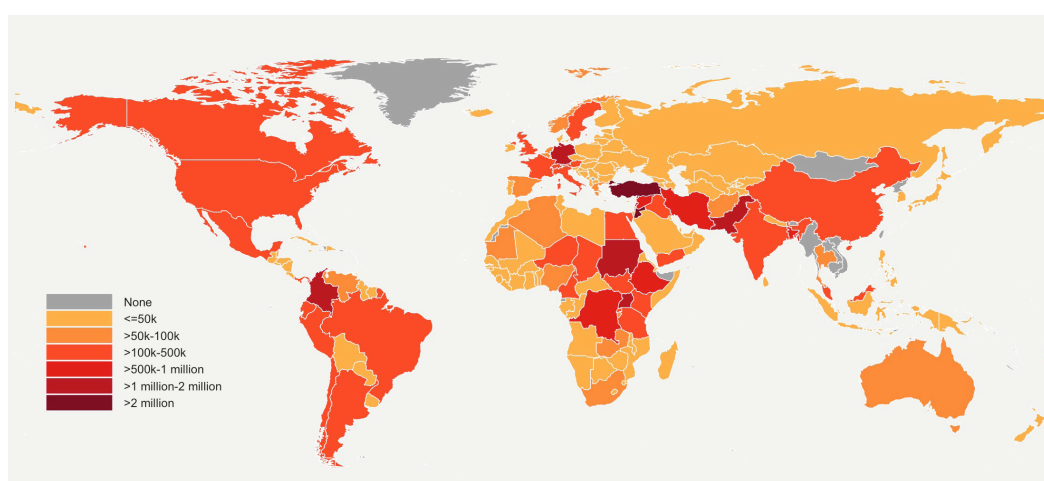
Source: UNHCR (2020c).

Notes: Includes refugees under UNHCR and UNRWA mandates, as well as Venezuelans displaced abroad.

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1   The definition of refugee status based on the 1951 Convention Relating to the Status of Refugees and the 1967 Protocol Relating to the Status of Refugees is someone "who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country". For a more detailed discussion see: https://emergency.unhcr.org/entry/55772/refugee-definition

2   There are two main UN agencies engaged in working with refugees, the United Nations High Commissioner for Refugees (UNHCR) (with 20.7 million people under its mandate) and United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) (with 5.7 million people). While UNHCR has a global mandate and is currently working in 134 countries, UNRWA works only in Jordan, Lebanon, Syria, the Gaza Strip and the West Bank (UNHCR, 2021a; UNRWA, 2021).

3   Bangladesh, Chad, Democratic Republic of the Congo, Ethiopia, Germany, Iran, Jordan, Kenya, Lebanon, Pakistan, Sudan, Syria, Turkey, Uganda, West Bank and Gaza

4   Uganda, Sudan, Ethiopia, Democratic Republic of the Congo and Chad.

5   Referring to the World Bank's income grouping based on 2019. Includes Turkey, Colombia, Pakistan, Iran, Lebanon, Bangladesh, Jordan and Ecuador.

The current average period of forced displacement has increased three-fold over the last three decades, with the average length of 33 protracted situations[6] being 25 years at the end of 2014 (UNESCO & UNHCR, 2016). The last five years, in particular, has seen a significant rise in refugees living in protracted situations. In 2014, 6.4 million refugees (or 45% of all refugees) were in 33 protracted situations in 26 host countries,[7] compared to a startling 15.7 million (76% of all refugees) refugees in 49 protracted situations in 30 host countries in 2020 (UNHCR, 2014, 2021c). Despite global commitments, like the Sustainable Development Goal (SDG) 4, especially target 4.1,[8] the 1951 Convention Relating to the Status of Refugees (article 22) and its 1967 Protocol, the Convention on the Rights of the Child (CRC), and the 2018 Global Compact on Refugees, which all have provisions on the right to education of refugees, the right to quality, safe and continuous education for refugees is not being fulfilled.

Education is often not a priority intervention in refugee response. For example, in the Latin American and Caribbean region, out of 69,000 reported interventions for displaced Venezuelans in 2020, only 2,407 (3.4%) were related to education (R4V, 2021b).[9] In line with this, education received 2.6% of humanitarian aid spending in 2019 (INEE, 2020a), which is well below the global target of 4% and the EU's target of 10% (European Commission's Directorate-General for European Civil Protection and Humanitarian Aid Operations, 2021; Global Education Monitoring Report, 2017; UN OCHA, 2018). Further, these are far lower than the Incheon Declaration's target of 15-20% of government expenditure on education. This has direct repercussions on access to education and downstream repercussions on the ability to achieve the broader development goals that education provides. Recent data for 12 countries[10] hosting 52% of the global refugee population indicate that the primary gross enrolment rate for refugees in 2018/2019 was 77%, while the corresponding figure at the secondary level dropped to 31% (UNHCR, 2020a) (see Figure 2). These countries also face existing challenges in providing quality education to their own populations which limits the extent to which quality education can be ensured for refugee children in those countries.

When provided, refugee education has usually been combined with other relief and support interventions, delivered by the humanitarian sector, which runs parallel to national education systems. While children and youth from host countries attend schools that are part of the national education system, refugee students participate largely in learning activities, including in camp settings, which may not necessarily be tied to national curricula or accreditation structures (See Box 1). With only one-third (33%) of refugees and those in refugee-like situations living in camps globally in 2018, and 49% in private accommodation, this poses large challenges to ensuring access to and continuity of learning for refugees (UNHCR, 2018b). With the protracted nature of crises and the significant increase in the period of displacement, there has been a concerted effort towards bridging this divide and prioritizing the need for refugee inclusion in national health and education systems to address long-term development

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6   UNHCR defines a protracted refugee situation as one in which 25,000 or more refugees from the same nationality have been in exile for at least five consecutive years in a given host country (UNHCR, 2019b). This means that "as long as a group of refugees from the same nationality does not reach the threshold of 25,000, it will never feature as protracted irrespective of the group's duration in exile…[and that] all refugees of a given nationality can repatriate within the same year without this population losing its status as a protracted situation if the number of new arrivals of the same nationality during the same year remains at 25,000 or more"(UNHCR, 2014, p. 11). Estimates of the length of individual displacement are much harder to come by. One estimate of the average duration of individual displacement was 10 years in 2019 (Devictor, 2019). This length of individual displacement is two-thirds of the average number of years that children should theoretically spend in education from pre-primary to the completion of upper secondary (or 14.9 years)(UNESCO Institute for Statistics, 2021; UNHCR, 2014, 2016, 2018b). Using the theoretical duration of schooling from pre-primary to upper secondary available in the UIS data. It uses the sum of the average global length of education at each level of education.
7   Some host countries have hosted 25,000 or more refugees from more than one country of origin for more than five years.
8   By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes (UN Stats, 2021).
9   In Colombia where 31% of displaced Venezuelans are hosted, these numbers were 639 out of 23,197 (or less than 3%) (GIFMM and R4V, 2020; R4V, 2021a)
10 Chad, Ethiopia, Iraq, Jordan, Kenya, Lebanon, Pakistan, Rwanda, South Sudan, Tanzania, Turkey and Uganda.

of displaced populations. In fact, UNHCR's Refugee Education 2030 strategy proposes coherent action across humanitarian and development responses that supports inclusion of all students in host country education systems, regardless of legal status, gender or disability (UNHCR, 2019c).

It is recognized that humanitarian resources should be aligned to long-term development objectives. This alignment is often referred to as the triple nexus or the humanitarian-peace-development nexus, benefing refugee (and other displaced populations) and host communities alike (Kaiser, 2005). Given recent estimates by the World Bank and UNHCR that it would take US$5.3 billion[11] annually (a small cost compared to the estimated US$340 billion total cost of education in 82 low- and middle-income countries), or US$69 billion in total until 2032, to provide K-12 education[12] to all refugee children under UNHCR and UNRWA mandates, this should, at least financially, not be out of reach (World Bank & UNHCR, 2021).[13]

In addition to the necessary financing, an essential component of establishing responsive education systems for vulnerable groups is the accessibility of data to inform evidence-based education policies.[14] In the context of international commitments on refugee education, monitoring education participation, completion and learning outcomes is required. While there are a range of attempts to produce such data, the lack of standards, systems, and coordinated methodologies has proven to be a challenge (See Section 4).

Furthermore, with the shift towards inclusion of refugees into national systems (see Box 1 for further discussion), the nature of data collection on refugee education has changed. There has been an evolution from parallel schools run by non-governmental, humanitarian or international organizations, collecting data on their individual programmes gradually shifting to a situation where refugee enrolment is partially captured in government-led administrative surveys which form the basis of Education Management Information Systems (EMIS). However, data on refugee children collected in EMIS is not necessarily disaggregated by refugee status - in part due to protection concerns - representing a challenge to establishing how many refugees are effectively enrolled in school. The limited data that is available suggests that refugee access to education is still limited (Figure 2), with as many as 48% of school-aged refugee children out of school (UNHCR, 2020a).

Figure 2: **Gross Enrolment Ratio of Refugees in Education by Level 2019**
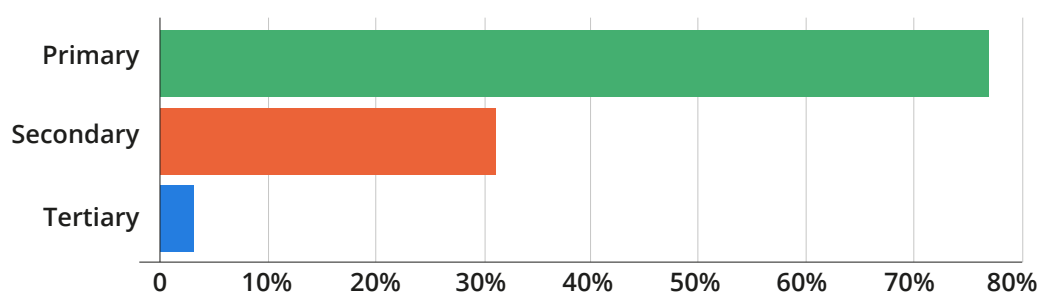
Source: UNHCR, 2020a

Note: Refers to refugees under UNHCR's mandate in select countries. See source for more.

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11 With US$4.85 billion of this being for asylum seekers, refugees and Venezuelans displaced abroad, who are registered with the UNHCR.

12 Referring here to education integrated into host country systems and on par with host country students in terms of quality and inputs.

13 However, for some countries such as Lebanon and South Sudan, the cost of providing education to refugees is as much as 60% of annual public expenditure on primary and secondary education.

14 The Global Compact on Refugees intends to provide a basis for predictable and equitable burden- and responsibility-sharing among all United Nations Member States, together with other relevant stakeholders as appropriate

This report aims to examine the availability of data on refugee education; identifies challenges and recommendations on improving the availability, quality and comparability of these data; and suggests ways forward for the standardization of the concept and definition of refugee education. As this report will illustrate, there are myriad challenges concerning refugee education data. Data challenges on other persons of concern (PoCs) to UNHCR – internally displaced persons, asylum seekers, returnees, stateless persons and others – are acknowledged but fall outside the limitations and scope of this paper.

The report focuses on refugee education among:

- Low- and middle-income countries (LMICs), which represent the majority of refugee-hosting countries, where both education and data challenges are larger, with a particular focus on the top 13 refugee hosting countries in 2020.
- Children under the age of 18, including children from pre-primary to upper secondary levels of education.
- Data sources that produce refugee education data regularly, and where possible, with a certain degree of comparability across contexts.[15]

The rest of the document is structured as follows: Section 2 outlines the aspects of education considered in the paper. Section 3 provides a brief overview of the methodology that was used to bring together the contents of this paper. Section 4 provides an overview of the main sources of data for refugee education, while Section 5 presents the key issues and challenges faced by the current data on refugee education. The last section of the paper concludes with concrete recommendations for data collection on refugee education.

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15 Some impact evaluations have been included in the review of household surveys as these can help overcome data shortages. These data sources serve specific purposes, but they cannot be relied upon for the long-term monitoring of refugees' school access and learning outcomes, as they might not be carried out regularly or be comparable across contexts.

2. Education for All: An Overview of Refugee Education

This report starts from the premise that refugee education should be no different than education for any other person, in line with Sustainable Development Goal (SDG) 4, the 1951 Convention Relating to the Status of Refugees (article 22) and its 1967 Protocol, the Convention on the Rights of the Child (CRC), the 2016 New York Declaration for Refugees and Migrants, and the 2018 Global Compact on Refugees.[16] It is critical then to have an understanding of what quality education means before determining what data on refugee education should be collected. The framework presented here builds on previous work such as the INEE Minimum Standards Framework, Education Sector Analysis guidelines, and the Education Cannot Wait Strategic Plan 2018-2021 (Education Cannot Wait, 2018; INEE, 2010; UNESCO IIEP et al., 2014a, 2014b). It highlights three key components that any equitable education system should have: access, quality, and safety and protection (see Figure 3).

Figure 3: **Overview of Conceptual Framework**
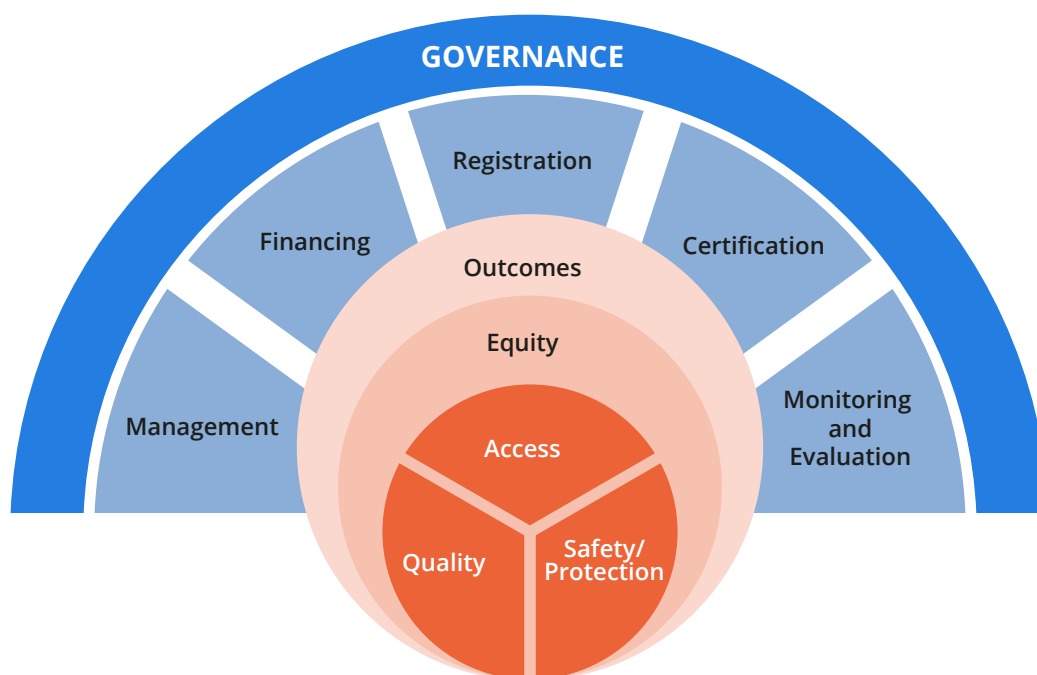
Source: Authors' elaboration

Equity of access and the opportunity for all children to develop and reach their full potential in education, without discrimination and a reduction in existing inequities in access and outcomes, is imperative (UNICEF, 2015)[17]. Access to education is the basic necessity for any other measure relating to education. This applies to lifelong access to education and is not limited to the primary and secondary levels, but across the entire spectrum of education. This means that, where possible and where there are favourable protection environments for refugees, that data on education access should be disaggregated, not only by international protection status, but also by sex, level of education, school type, age, nationality, location, wealth (e.g. income, asset,

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16 The Global Compact on Refugees intends to provide a basis for predictable and equitable burden- and responsibility-sharing among all United Nations Member States, together with other relevant stakeholders as appropriate.
17 Covering the Available and Accessible categories in the Education Cannot Wait Framework

expenditure), caregiver education, language spoken at home,[18] and disability (see SDG indicator 4.5.1) (UN Stats, 2021). These factors help determine the inclusiveness of an education system, or the extent to which disadvantaged groups access education. However, protection risks are a necessary consideration when disaggregation is conducted.

Box 1: **Inclusion of Refugees in National Education Systems**

As the lead agency for refugee protection, UNHCR maintains its commitment to and support for refugees and host governments until solutions for all refugees are identified (UNHCR, 2019c). Protecting refugees involves ensuring that their rights, security and welfare are recognized and safeguarded. With education being both a basic and an enabling right, or "a right through which other rights are realised" (UNHCR, 2011a, p. 9), UNHCR works with refugees, governments and other partners to protect refugees' rights to and through education.

Since World War II, there have been three phases in UNHCR's approach to refugee education (Dryden-Peterson, 2016). During the first phase (1945-1985), refugee communities organized themselves to provide primary education to their children locally, targeting gaps in local education provision, while UNHCR focused on enabling access to post-primary education by granting scholarships to select students (Dryden-Peterson, 2011, 2016). During the second phase (1985-2011), UNHCR's focus shifted to supporting access to education for all refugee children (Dryden-Peterson, 2016). It issued global policy guidance on the provision of education to refugees, the vast majority of whom were living in refugee camps (Dryden-Peterson, 2011, 2016). This approach resulted in the creation of education systems for refugees that were parallel to national education systems, which often faced issues around sustainability, quality and accountability, amongst others (Dryden-Peterson, 2018; Reddick & Dryden-Peterson, 2021). The third – and current – phase began in 2012, when UNHCR began promoting the inclusion of refugees in national education systems (UNHCR, 2012). This represents a move towards durable solutions for refugees, whereby UNHCR considers a solution to have been achieved when refugees obtain a legal status that ensures protection of the same rights, responsibilities and access to national services and systems as host country nationals.

In practice, though, this has been harder to achieve, with many pathways to inclusion, from legal to functional to social (Bellino & Dryden-Peterson, 2019) to consider. Inclusion in national education is a fluid continuum as communities, organizations, governments and UNHCR take on different roles and responsibilities to provide education to refugees within each displacement context that is characterized by its own unique legal, political, social and financial circumstances. The range of contemporary models of refugee education blur the lines between non-formal, parallel and national education, as policy and practice come together to enable or constrain the access and participation of refugee students in national education systems.

While UNHCR calls on governments to enable access to education for refugees within three months of arrival (United Nations, 2018) and to establish explicit policy on the inclusion of refugees in national education systems regardless of age, gender, or legal status (UNHCR, 2019c), the laws and policies in effect in States vary in their coherence with these calls. National policy can create the conditions for refugee registration and inclusion in Ministry of Education-managed schools across all phases of displacement by explicitly guaranteeing all refugees access to the education system. However, education policy and law can also explicitly guarantee, prohibit or obstruct the inclusion of some, yet not all, refugees (Schutte, 2020; Schutte et al., under review). Furthermore, policies can obstruct inclusion by placing restrictions on refugees' access to education, such as

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18 In order to monitor potential barriers to learning outcomes, of which language constitutes an important barrier, it is necessary to know how many children are not fluent in the language of instruction (information that may also be relevant for other displaced children, not just refugees).

requiring documentation, proof of prior education, and/or vaccination certificates that refugees often do not have (Crul et al., 2019; UNHCR, 2019c). Policies that place restrictions on refugees' right to movement can also prevent them, particularly those that reside within camps, from attending national schools. It is also important to consider that these regulations are also subject to changes, adding to the uncertainty refugees already face. For example, in 2007, registered refugee children in Bangladesh were provided access to the formal national curriculum from grades one to seven. But in 2012, this provision changed to only allow "informal education to be provided in temporary learning centres and religious schools" for refugee children aged 3-14 and also prohibited use of the Myanmar curriculum in Rohingya refugee camps (Dupuy & Østby, 2019). In 2020, further changes reverted to the original agreement, allowing the use of the Myanmar curriculum, though this would still be informal (not accredited by Myanmar). It is currently only in the pilot stages and has not yet started due to COVID-19 related restrictions (Amnesty International, 2020). These changes are marked and have significant implications for ensuring a continuum of learning for refugee children that is on par with host communities.

In practice, models of refugee education are dynamic, with varying extents of refugee inclusion in national education systems. These models vary by the type of school management (e.g. faith-based, NGO, refugee community-led), the time at which they can attend school, the financing of their education (e.g. household vs NGOs), the medium or language of instruction, the curriculum that they can follow, the examinations that they can take (see Section 4.2.2), and the certifications that they can receive upon completing their studies. These factors are the policy levers by which regulatory frameworks are implemented and are critical to understanding the extent to which national governments have committed to implementing inclusion (Harðardóttir et al., 2021; McCarthy, 2018). For instance, it is also noteworthy that even where refugees attend the same schools as host communities, they can remain separated (Dryden-Peterson et al., 2018, 2019). The extent to which refugees share the same physical space and time as host country nationals varies by several categories: 1) No inclusion; 2) separate space, where they can be either i) geographically separate, where "refugees and nationals reside in different geographical areas and thus attend different schools" or ii) temporally separate, where "refugees and nationals attend the same schools but at different times, often referred to as a 'shift system'"; and 3) shared space, where "refugees and nationals are physically together in the same schools and classrooms"(Dryden-Peterson et al., 2018, p. 19).

 For refugees, their "school" can be a non-formal learning center managed by a religious organization, a child-friendly space supervised by an NGO, a school managed by an NGO but not registered with the Ministry of Education (MoE), a school managed by an NGO and registered with the MoE, or a national school managed by the MoE. Access to an education programme managed by another actor instead of the MoE may only be temporary while refugees are outside of the national education system or may be a wraparound support while refugees are included in the system. For example, language programmes may be provided outside of national schools to prepare refugees to learn in a school in an unfamiliar medium of instruction. Similarly, catch-up, remedial education, bridging, and accelerated education programmes, which can result in the separation of refugee students from host country students, can serve to prepare learners with missed schooling for inclusion in the national education system (Accelerated Education Working Group, 2017). Further complicating matters, refugee education can be financed by parents, communities, NGOs, host governments, UNHCR, other international organizations, or a combination of these sources.

Table 1: **Inclusion spectrum by financing, management, and registration (where 10 is the highest level of inclusion)**

Degree of inclusion	Type of school	Financing	Management	Registration
1	Child Friendly Spaces / non-formal education	UN and/or NGO	UN and/or NGO	
2	Schools using non-accredited curricula	UN and/or NGO	UN and/or NGO	
3	Formal schools using home country curricula	UN and/or NGO	UN and/or NGO	
4	Refugee-segregated formal schools using host country curricula, with access to exams and cycle promotion	UN and/or NGO	UN and/or NGO	
5	Refugee-host formal schools using host country curricula, with access to exams and cycle promotion	UN and/or NGO	UN and/or NGO	
6	Refugee-host formal schools using host country curricula, with access to exams and cycle promotion	UN and/or NGO	UN and/or NGO	MoE
7	Refugee-host formal schools using host country curricula, with access to exams and cycle promotion	UN and/or NGO	MoE	MoE
8	Refugee-host formal schools using host country curricula, with access to exams and cycle promotion	MoE, UN, NGO	MoE	MoE
9	Refugee children attend public schools	MoE + UNHCR support	MoE	MoE
10	Children attend public schools with the same rights and financing as host children	MoE	MoE	MoE

Source: Authors elaboration

The medium or language of instruction and the curriculum that is followed are also important dimensions of inclusion. Medium of instruction can be refugees' native language(s), the dominant language of the country of origin, the home language of host country students, or the language of the host country. This has implications for refugees' learning, participation in classrooms, identity development, and sense of belonging within the education system to which they have access and the societies in which education systems are embedded (Reddick & Dryden-Peterson, 2021). Additionally, the curriculum that refugees are learning can be a non-accredited curriculum created by an organization, the formal curriculum of their country-of-origin's MoE, and/or the formal curriculum of their host country MoE. Based on the curriculum that they are following and other factors, refugees may or may not be included in national examinations in their country of origin and/or their host country and their education may or may not lead to certifications that will enable them to use their education towards sustainable futures (UNHCR, 2019c) in their country of origin, their host country, a resettlement country, and/or one or more countries of their choosing (Dryden-Peterson et al., 2019).

Given the dynamic nature of forced displacement contexts, the proliferation of actors involved in refugee education, and the great diversity across the factors outlined above, inclusion of refugees in national education systems remains a difficult construct to define. UNHCR therefore works in highly contextualized manners with a range of partners from refugee and host communities, governments and other organizations to ensure that refugees can access, learn, and succeed in and through education. The variability of inclusion poses challenges in data collection and analysis. This paper considers how robust data collection sheds light on inclusion and shows how the absence of functional inclusion of refugees into national education systems complicates data collection, and ultimately our ability to assess, refugee education.

Equal access, enabling "all learners to realise the capabilities they require to become economically productive, to develop sustainable livelihoods, to contribute to peaceful and democratic societies, and to enhance wellbeing", is a core tenet of education (Tikly & Barrett, 2010, p. 1) (E.g., SDG targets 4.1, 4.6, and 4.c). The quality of education provided has traditionally been defined in terms of outcomes (e.g. learning achievement) and learning environment (Saito & van Cappelle, 2009) which can be measured by inputs including trained and motivated teachers, headteacher training, appropriate textbooks and training, basic infrastructure, language of instruction, as well as health

and well-being inputs (Tikly, 2010; Tikly & Barrett, 2010). Based on the SDG4.1 indicator, the Global Alliance to Monitor Learning (GAML) suggested a definition of the minimum proficiency levels that should be measured. GAML's work provides a critical source (GAML, 2021) for proficiency levels, methodological suggestions and mapping of the learning assessments. However, many considerations need to be made in determining if these are appropriate, relevant, and sufficient in refugee contexts. Further, there is an increasing demand for holistic assessment of a child, not only cognitive aspects of a child.

Questions of quality are also linked to questions of access. In the case of refugee education, inclusion (Brugha et al., 2021; UNHCR, 2015a), referring to the extent to which refugees participate in the national education system, is critical (see Box 1)[19]. Indeed, the different ways that refugees can be included in the education system has implications for access, but raises further questions on quality as we consider: access to what, and inclusion in what? For example, in Lebanon where 71%[20] of education enrolment at the primary level and 64% at the lower secondary level was in non-state schools in 2019, inclusion in the government education system may take on a different meaning in contexts where most or all education is provided by government schools (Crul et al., 2019; UNESCO Institute for Statistics, 2021). This is a critical point when moving on to discuss other aspects of education (see Box 1 on Refugee Inclusion in National Education Systems).

Further, questions of quality are more complicated in refugee education contexts as quality may be linked to the purpose of education, and the inherently "unknowable future" of refugees (Dryden-Peterson, 2017). For example, until recently, refugee education practice has assumed that refugees would eventually return to the country of origin, however, it is also possible that they may resettle in a third country, integrate into the host country, or move around consistently in search of another durable solution before settling. Given these potential futures, the assumptions education planners make about the goal of education can have very different impacts on how quality can be defined. For example, if refugees are to integrate into the host country context then total inclusion into host country education systems is the most viable option (Dryden-Peterson et al., 2019; UNESCO, 2020a). Finally, a consistent set of goals is critical to knowing what children should learn in order to enhance their development. While it is challenging to include all these considerations, creating a coherent system is necessary to know the quality of education refugee children are receiving (INEE, 2020d).

Aspects of governance are critical, as they have an impact on the learning outcomes of students. There is a growing set of actors responsible for education service delivery for refugees - including government actors (MoEs), NGOs, international organizations, as well as communities who are actively engaged in education planning. This presents both an opportunity and a challenge in guaranteeing access to quality education. Finally, aspects of the school and community environments also need to be considered, such as the impact of unsafe events (e.g. violence), the prevention of these events and the preparedness of the education system and school to respond to these events. These elements are critical for vulnerable populations such as refugees who are likely to have experienced past trauma:

- **Impact**: of the harm and threats within and against students, school personnel and facilities (Global Coalition to Protect Education from Attack - GCPEA, 2018, 2021; UNICEF, 2020); violence against schools, either by threat or direct attack;
- **Preparedness**: of schools, in terms of infrastructure and capacity, to respond to emergencies, conflict and natural disasters;

19 Further, it is a part of The Global Compact on Refugees Indicator Framework as Indicator 2.2.1 is "Proportion of refugee children enrolled in the national education system (primary and secondary)" (UNHCR, 2019a).
20 This is the third highest globally at the primary level after Macao and Belize, and the fourth highest after Macao, Bangladesh, and Belize at the lower secondary.

- **Prevention**: of physical or psychological injury from the environment, community, teachers or peers (e.g. corporal punishment, bullying, physical harm, sexual abuse) (Butchart & Hillis, 2016); and ensuring that schools do not play a role in inciting violence (Ali, 2009; Hussain et al., 2011; Rahman, 2004).

Building on the work of the Expert Group on Refugee and Internally Displaced Persons Statistics (EGRIS) (UN & Eurostat, 2018), this paper provides a review of existing indicators for refugee education and categorises them by key outcome areas (equity, quality, protection/safety)[21]. Unlike the EGRIS's broad mandate, this paper focuses solely on education, showing what existing resources are present and how they fit into the expanded framework of delivering quality, equitable and safe education for all refugee children. This report recognizes that it may not always be possible to collect data on all indicators, especially in new crisis situations, and that some indicators are more meaningful in certain contexts. Therefore, it does not prioritize indicators in any way. Nevertheless, immediate needs and foundational points, such as attendance and enrolment, should precede more complex indicators which often rely on attendance (see table 2 for an overview of possible indicators). This paper focuses on those areas where data is currently available or where there is potential to extract data based on proxy indicators.

Table 2: **Overview of Education Indicators on Education in Refugee Contexts**

Area	Focus	Indicator
Attainment	Prior educational completion	Self-reported highest level of educational completion
Literacy and Numeracy	Self-reported literacy and numeracy	Self-reported literacy and numeracy
Access and Enrolment	Participation and inclusion in education	Enrolment, Attendance, Participation in Host Country Language Classes, Access to non-formal programmes, School Type, Inclusion Type (see Box 1), Infrastructure for access (e.g. ramps)
Quality and Learning	Learning	Foundational Skills (reading, basic math), Higher Level Learning
	Inputs and Infrastructure	ICT Infrastructure, number of textbooks per pupil, curriculum, number of pupils per classroom
	Teachers	Number of trained teachers, number of teachers trained in psychosocial support, female teacher ratio, pupil-teacher ratio, number of headteachers trained, presence of multi-grade teaching, number of teachers trained for multi-grade teaching, refugee teacher integration
Safety and Protection	Safety of school Infrastructure	Condition of schools, presence of WASH infrastructure (e.g. handwashing, waste disposal), attack on schools (e.g. schools experiencing damage or takeover from armed groups), transportation safety
	Protection	Number of students experiencing peer violence, number of students experiencing corporal punishment, number of students experiencing abuse
	Well-being & Social-Emotional Learning	Psychosocial well-being, access to counselling, social and emotional learning,

Source: Authors' own elaboration

21 While there are clear challenges with refugee education, especially in terms of identifying refugee status from existing surveys, this has been discussed thoroughly by EGRIS (UN & Eurostat, 2018) and this paper is focused on educational indicators.

3. Methodology

Focusing on specific countries, this paper undertakes to map out the different data sources on refugee education and to identify what the key issues around data availability and refugee identification are.[22] It reviews existing data sources on education and displacement, with a focus on refugees. The review process included three broad steps. First, a thorough search of a variety of existing sources, including those focused specifically on refugees and education. Existing databases of survey data were reviewed (e.g. Integrated Public Use Microdata Series (IPUMS), International Household Survey Network Catalogue, World Bank Central Data Catalogue, UNHCR Microdata Library, United Nations Department on Economic and Social Affairs Statistics Division Database, The Humanitarian Data Exchange, EMIS microsite (http://emis.uis.unesco.org/) as well as supplementary searches on ReliefWeb[23]) to ensure that as many surveys as possible were covered. This review identified 97 surveys covering refugees, as well as the most recent censuses, household surveys, learning assessments, and other data sources in the top 13 refugee hosting countries[24], except for the review of refugee focused surveys, which took a global perspective.

Secondly, a thorough review of the literature was performed, using a combination of key search terms on different platforms, including Google Scholar, JSTOR and EBSCO.[25] This was used to identify any outstanding data sources not found in initial searches, and to ensure that the discussion of refugee education was rooted in the existing literature. Thirdly, discussions were held with relevant stakeholders, including education and data specialists from UNHCR, UNICEF, UNRWA and UNESCO at their respective headquarters and regional levels to complement the findings of the data and literature searches.

Although the authors have attempted to present the most updated sources of refugee education data (even where it comes from sources outside the education sector), ongoing efforts for the systematization of data on refugee education may have been overlooked. Nevertheless, it is our hope that this document represents an initial step towards building the concepts, processes and methodologies of data collection and compilation that we need to standardize and generate improved evidence for monitoring and delivering equitable, quality and safe education services for refugees.

It is important to note that the production of general education statistics, not specifically related to refugees, relies mainly on three types of data sources: a) EMIS based on school administrative data, often collected through school censuses; b) household surveys and population censuses; and c) large-scale learning assessments (national or international). Each of these sources has strengths and limitations depending on the purpose of the data collection, all of which will be addressed in their respective section below.[26] Importantly for refugee education, these sources do not often include specific questions on refugee status.[27] As a result, monitoring refugee education is often carried out through data analysis that combines different data sources and uses proxies for generating estimates. The value of these proxies, and the necessity of using them, will be discussed in later sections. While we recognize that qualitative studies may yield important insights into different dimensions of education for refugee learners, the present report focuses exclusively on the availability of quantitative data.

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22 Bangladesh, Colombia, DRC, Ethiopia, Iran, Jordan, Lebanon, Palestine, Pakistan, Sudan, Syria, Turkey, Uganda

23 The Integrated Data Ecosystem Assessment and Strengthening (IDEAS) Tool will be valuable for understanding the nature and spread of data of various migrants once implemented widely. However, so far it has only been piloted in two countries: Thailand (2019) and Jordan (2020) and is thus not included in this review. For more, please see UNICEF (UNICEF, 2020b).

24 Those in both UNHCR's and UNRWA's mandate.

25 Search on Google Scholar used the term "refugee education statistics", JSTOR used (ti:(refugee) AND ti:(education)), EBSCO used TI refugee AND TI education. Reviewed 274 titles from these three sources; only seven were found to be relevant.

26 In particular, essential aspects to consider in order to determine their usefulness are the targeted population, including whether it is a census or sample-based, the frequency of the data collection and comparability of the data across contexts.

27 This depends on many factors, among these are existing information management systems for education, policy relevance attributed to the collection of refugee education data, obstacles in data collection related to geography, risks for refugees, lack of resources, and others.

4. Data Sources on Refugee Education

Highlights

Identification: Protection status is difficult to come by outside of surveys targeted at refugees and UN sources. Proxies such as nationality, country of birth, mother tongue, ethnicity, and others may be useful in some contexts, especially in the case of *prima facie* refugees, but are limited in others.

Access to education: Covered the most consistently in existing data sources, however, there are some challenges. For example, it is difficult to identify refugees in some sources and, where refugees can be identified, access to education is not consistently covered. It is sometimes captured differently between humanitarian and development sectors, meaning that data over time may not necessarily be comparable. Further, data on progression and dropout is very rarely included.

Learning: Poorly covered overall. Few international learning assessments, national examinations, and household surveys cover refugees explicitly or ask questions which mean that they could be identified.

Protection/Safety: While some school infrastructure indicators are covered in EMIS, there is very poor coverage on peer violence, and even worse coverage on corporal punishment.

This section provides an overview of data sources relevant to tracking the education situation of refugees. It examines what data is collected at different stages of refugee movement from country of origin, asylum and re/settlement and helps identify what information gaps these data sources can fill (Figure 4 below). It builds on existing work on mapping education data for SDG4 monitoring (UNESCO Institute for Statistics, 2020b), with modifications to ensure that all potential sources of refugee data are also covered.

A key challenge in data on refugee education is defining refugee status. The definition of refugee status based on the 1951 Convention Relating to the Status of Refugees and the 1967 Protocol Relating to the Status of Refugees is someone "who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country"(UNHCR, 2021b). There are also extended definitions in regional instruments in Latin America and Africa. In practical terms, a distinction can be drawn between legal and de facto refugee status, where de facto refugees are: "Person not recognized as a refugee (within the meaning of Art. 1A of the Geneva Refugee Convention and Protocol) and who is unable or, for reasons recognized as valid, unwilling to return to their country of origin or country of nationality or, if they have no nationality, to the country of their habitual residence"(EU Commission Office of MIgration and Home Affairs, 2016). Distinguishing between the legal and de facto in data sources is extremely challenging and as de facto refugee status is broader, this paper refers throughout to challenges in establishing de facto refugee status. Where possible it also discusses the challenges of registered and unregistered refugees separately, as well as camp-based and out of camp refugees.

Disaggregation also presents important protection risks, such as the disclosure of personal data to unauthorized persons or persons without legitimate purposes and the potential risk of exclusion, discrimination and stigmatization of refugee students. As a result, disaggregation by protection status must be weighed against these risks and the collection and dissemination of data should never endanger those on whom data is collected. These risks will be highlighted throughout in the various data sources discussed in this paper.

Figure 4: **Refugee Flows and Data Sources**
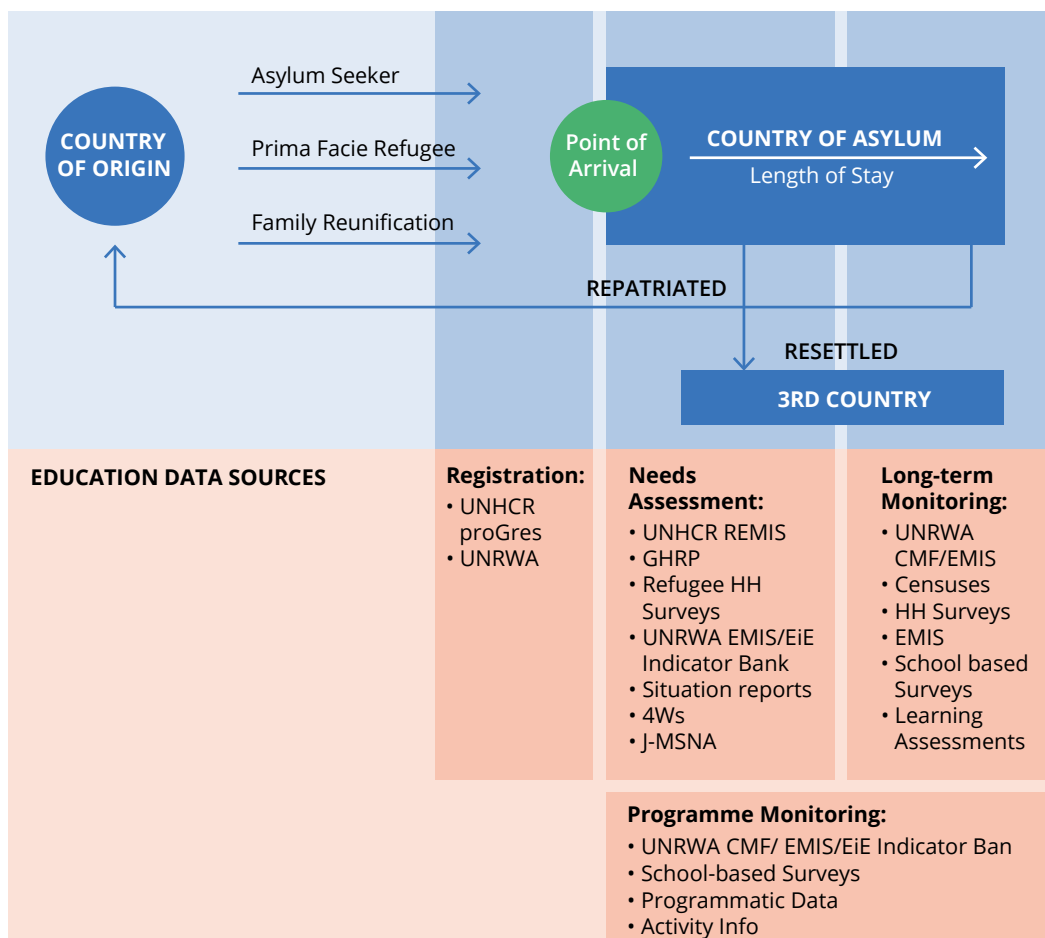
Source: Authors' compilation

Notes: Global Humanitarian Response Plan (GHRP), Household Surveys (HH Surveys), Education Management Information Systems (EMIS), Education in Emergencies (EiE), Common Monitoring Framework (CMF), Profile Global Registration System (proGres), Joint Multi Sector Needs Assessments (J-MNSA), Refugee Education Management Information System (REMIS).

Findings from this review show that the greatest availability of data on refugee education is concentrated around access. Data on quality and learning outcomes, and school environment and safety are scarce, as linking to refugee status where these data are collected is much more challenging. Indeed, refugee status is difficult to determine outside of surveys targeted specifically at refugees. Indeed, the identification of refugees in various data sources is a challenge that the Expert Working Group on Refugee and Internally Displaced Persons Statistics (EGRIS) is already attempting to address (See UN & Eurostat, 2018), but one which still persists. Table 3 below provides an overview of the coverage of topics in different data sources outlined in the sections below.

The rest of this chapter comprises of three sections, covering three key areas of education: 1) access and enrolment, 2) quality and learning, and 3) protection and safety. In each area, it discusses the key data sources and provides: i) an explanation of the data source; ii) an overview of the indicators and how they are calculated; and iii) a discussion of the limitations of the source (Appendix 9 also presents who has access to the data and how they can get it).

Table 3: **Reporting indicators by type of data sources**

Data source	Education Attainment	Literacy and Numeracy	Access and Enrolment	Quality and Learning	Safety and Protection
proGres v4	green	orange	yellow	orange	orange
UNRWA CMF/ EMIS	orange	orange	green	yellow	green
REMIS	orange	orange	green	green	green
EMIS	orange	orange	green	yellow	yellow
Censuses	green	orange	yellow	orange	orange
HH surveys	green	orange	yellow	green	yellow
MICS	orange	orange	yellow	green	orange
VASyR	green	orange	yellow	orange	orange
DHS	green	orange	green	orange	orange
UWEZO	green	orange	yellow	green	yellow
Young Lives	orange	orange	green	green	green
ASER	yellow	orange	yellow	yellow	orange
School-based Surveys	orange	orange	orange	green	green
Int'l Learning assessments[28]	orange	orange	orange	yellow	green
National Examinations	orange	orange	orange	yellow	yellow
Operational Data	orange	orange	yellow	yellow	yellow

Source: Authors' compilation

Note: Green (included); yellow (partially or unlikely); orange (not included). MICS, VASyR, DHS, UWEZO, Young Lives, and ASER are all specific household surveys that were reviewed for this paper.

4.1 Access and Enrolment

With nearly half (48%) of all refugee children estimated to be out of school in reporting countries in 2019, it is clear that access to education for refugee children is still a considerable challenge (UNHCR, 2020a). Indeed, even estimating out-of-school children using existing data in a consistent way is challenging in many contexts (Englund, 2018). Where data is available, there are important trends to consider: for example, access tends to be lower for girls than boys, as well as for those living outside of camps in some contexts (although these refugees may be less well captured by existing data) (GIFMM and R4V, 2020; Government of Lebanon & United Nations, 2020; ISCG, 2019d). Measuring access to education is fundamental for understanding all other aspects of

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28 Many targeted countries (Bangladesh, Colombia, Democratic Republic of the Congo, Ethiopia, Iran, Jordan, Lebanon, Palestine, Pakistan, Sudan, Syria, Turkey, Uganda) also conduct national learning assessments to monitor learning levels of students at primary and secondary levels of education.

education, such as quality and safety. It is determined by a host of factors such as socioeconomic status, costs (direct costs, like school fees and materials such as textbooks and uniforms, and indirect costs, including the opportunity costs of sending a child to school versus working at home), proximity to school and related transportation options, school infrastructure (e.g. ramps for children with disabilities, latrines for girls), school inputs (e.g. female teachers), parental education and sociocultural norms, among others. It is also important to consider access across all levels of education.

Data on access to early years education for refugee children is limited compared to access at primary and secondary levels. While access at the primary and secondary levels is more commonly measured, access to pre-primary and early childhood development (ECD) for refugee children is less commonly. Based on recent phone surveys with 3,100 refugee and migrant households from Venezuela in Colombia, only 1% of children under five in these households were found to attend a community home, kindergarten, child development centre or school (GIFMM and R4V, 2020). Data on access to vocational training and tertiary education is also very limited.

Measuring access requires age-disaggregated data in order to ascertain enrolment at the right age. While this may be possible with refugees from some origin countries, in others this may prove to be challenging due to the lack of birth registration data. For example, in the Democratic Republic of the Congo (where birth registration rates sit at 40%) two of the top five refugee origin countries have birth registration rates[29] below 50%, and another two between 50% and 70% (Angola: 25%, Burundi: 84%, Rwanda: 56%, South Sudan: 35%, and Sudan: 67%) (UNICEF, 2021b). This means that challenges in verifying the age of children will affect the ability to calculate traditional education indicators such as net enrolment rates. Furthermore, there is evidence that birth registration rates are lower among poorer and rural populations, having important implications for equity (Ministry of Health and Sports & ICF, 2017).

While data on enrolment and attendance is fairly common, challenges in collecting data on dropout and retention for refugees mean that data on access as a whole is limited. Indeed, only a few sources (e.g., some household surveys) provide the means to track changes in enrolment of individual students over time, and most of these only provide a two-year picture. These aspects are rarely tracked in EMIS (where data on internal efficiency is challenging to collect), even where refugees are included in national education systems, as student level data is often not included in many EMIS.

This section provides an overview of data sources on access to education for refugee children. It highlights where data is available, what the data gaps are as well as the limitations of each of the data sources. The data sources include (see table 4 for more detailed overview):

1. UN Registration and Monitoring Systems. This includes UNHCR registration tool Profile Global Registration System (proGres) v4 and Refugee Education Information Management System, and UNRWA's registration and monitoring frameworks.
2. Administrative data (Education Management Information System)
3. Census Data
4. Household surveys
5. Operational Data

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29 Referring to children registered by their fifth birthday. Numbers based on representative household surveys, e.g. Demographic and Health Surveys or Multiple Indicators Clusters Surveys or on administrative data.

Table 4: **Overview of Data Sources on Access to Education**

Data Sources	Overview	Indicators	Coverage	Limitations
UNHCR Progresv4	UNHCR's registration and case management system that holds all population and case data.	Educational attainment; School, Level of education, Type of school, Reason for non-enrolment	Varied. Highest for attainment but low for others.	Limited use of education module so far.
UNHCR REMIS	REMIS is an online tool for efficient field-level collection of refugee education data.	School information, Enrolment, Attendance, Learning, Teachers, School infrastructure, Learning resources	Low. Initially being piloted in two countries.	Not appropriate tool for inclusion context as may duplicate data collection. Limited rollout.
UNRWA CMF/EMIS/ EiE Bank of Indicators	Common Monitoring Framework (CMF) is the common set of education indicators that all UNRWA Education Programmes report against. This is supported by Agency-wide Education Management Information System (EMIS), and Student Registration System (eSRS) for vocational training.	Access, Students attendance, Survival rate, Staff training, Student enrolment, Infrastructure damage, Grade progression, Psycho-Social Support (PSS), Parental and Community Engagement.	High for Palestine refugees. Does not cover other types of refugees.	No coverage of Palestine refugees in government schools.
National EMIS	EMIS collects, aggregates, analyses and reports education data which originates from schools	School information, Enrolment, Teachers, School infrastructure, Learning resources	Depends on inclusion context. Non-government schools are generally poorly covered. In most inclusion contexts disaggregation by refugee status is not available.	Infrequent and poor coverage of refugees in schools that are not government- run.
Population censuses	Population censuses are the primary source of demographic data and may be done through individual enumeration of the entire population or by post or online questionnaires.	Very little on education, but on attainment and sometimes enrolment.	Varied. As they are infrequent, they may not cover refugee populations if period of displacement is short.	Limited frequency means that they are not helpful for tracking short-term trends or monitoring ongoing situations.
Household Surveys (Various refugee focused surveys, MICS, VASYR, DHS)	Various types, asking series of questions to households.	Varied. Attendance or enrolment are most common. Most not focused on education.	Varied. Coverage of those out of camp settings is a challenge.	Costly, and often not conducted in regular intervals.
Operational Data	Provide data at five key operational steps: Needs Assessment, Planning, Implementation, Monitoring, Reporting and Evaluation. May use a variety of methodologies.	Varied. Depends on source. Generally poor coverage of education indicators.	Varied. Depends on source.	Lack of consistency in indicators collected.

Source: Authors' compilation

4.1.1 UN Agency Registration and Monitoring Systems

UNHCR's Profile Global Registration System (proGres) v4

Originally developed in 2003, ProGres, is UNHCR's registration and case management system that holds all population and case data. Through proGres v4, national authorities, non-governmental organizations (NGOs) and UNHCR can work together across multiple locations to record the arrival and movement of refugees in host countries and track provision of protection, assistance, and solutions for persons of concern to UNHCR[30].

Indicators

ProGres v4 is structured around modules and entities that hold different sets of data[31] that are filled out when a person of concern is registered by UNHCR or partners[32] upon arrival in a host country (Table 5). ProGres refers to its top-level structural elements as 'modules' and second-level elements as 'entities'. The registration biodata module, which is the first to be completed, includes only one education item: education attainment level of the registered person. This single field on "education level" is recommended for completion in all but emergency settings. Two alternative education questions have been proposed to substitute the current question including: 1) highest level of education (4 years or Grade 4, for example), and 2) whether the person is currently attending school (yes/no).

In addition to the biodata module which captures limited information on education, there is an education-specific entity on proGres that captures a variety of fields (Table 5). V4's enhanced education entity was released in October 2020 and includes additional education data that can be collected during initial registration and later verification exercises. These exercises serve to validate or authenticate identities of the persons registered based on interaction with UNHCR over time and are a basis for updating information.[33] The data recorded in v4 is not overwritten but updated, which means that it is possible for users to view the initially recorded information and track changes over time. The upcoming version will include additional education fields with information on:

1. Type of school (e.g. government, NGO);
2. Link to national education system (when relevant);
3. Outcome of the school year (e.g. admitted, refused admission, promoted, repeating a grade, drop out),
4. Reasons for non-enrolment.

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30 Data collected through proGres v4 – the most recent version of the system - are accessible through a statistical repository called DataPort.

31 ProGres v4 includes the following modules: Registration, Refugee Status Determination, Resettlement, Assistance, Child Protection, Sexual and Gender Based Violence and Legal and Physical Protection.

32 The timing of the registration might vary depending on the context but should technically take place upon immediate arrival.

33 These verification exercises are not uniform across contexts and do not take place on a regular basis. These are recommended to take place every two years to update/verify information; however, it is up to country operations collecting data to define which fields they need information on.

Table 5: **proGres v4 Registration Module**

Biodata module	Changes for biodata module on education	Education entity	Additional education fields (since October 2020)
Education level	Highest level of education	School name	Type of school
Age	Is this person currently attending school?	Country of school	Link to national education system
		Level of education	Outcome of the school year
		Degree type	Reasons for non-enrolment
		Training time and unit	
		Education status	
		Start and end date	
		Expected end date	
		Total duration and unit	
		Education project	

Source: Authors' compilation based on proGres V4

Another important aspect of refugee education is the language spoken by refugees, which is an important determinant of their learning in the host country. ProGres v4 collects data related to language proficiency of refugees in a dedicated entity, where self-reported levels of writing, speaking and comprehension of different languages are recorded. For the calculation of education indicators such as gross and net enrolment rates, proGres v4 may provide accurate population numbers for the age ranges corresponding to different school cycles in each country.

Limitations

- Despite the system in place for collecting education and language information in proGres v4, the time pressures at the registration point during refugee influxes can lead to completion of mandatory fields only. Therefore education-related information, which is not mandatory, may be skipped. Currently only 4% of country operations are reporting data from it.

- Verification exercises where additional information on education could also be collected are not carried out consistently across all refugee hosting countries. The intervals at which verification exercises are conducted largely depends on context, country capacity, resource availability and other factors.

- Lastly, coverage of the refugee population in proGres V4 varies across countries, making it difficult to know if the education data extracted from this source is representative of the refugee population as a whole in a given context, or globally.

Box 2: **COVID-19 Multi-Sectoral Monitoring (formerly Global Humanitarian Response Plan -GHRP)**

In response to the COVID-19 outbreak, the United Nations launched the Global Humanitarian Response Plan (GHRP) for COVID-19 on 25 March 2020 to address the immediate humanitarian consequences of the pandemic. GHRP is the Inter-Agency Standing Committee (IASC) initiative to address the risks and impact of the COVID-19 pandemic on the most vulnerable people in countries affected by humanitarian crises or at high risk of facing a humanitarian disaster. It aggregates relevant COVID-19 appeals from different UN agencies, including UNHCR.

In UNHCR, 63 country operations have been requested to report monthly on indicators in education, health, social protection & livelihoods, nutrition and protection. In education, countries last year were reporting monthly on the following three indicators:

1. Number of children and youth out of school due to mandatory school closures in GHRP countries.
2. Number of children and youth supported with distance/home-based learning.
3. Number of children and youth in humanitarian and situations of protracted displacement enrolled in pre-primary, primary and secondary education levels.

These indicators have recently been revised and renamed as COVID-19 Multisectoral Monitoring. Countries have been asked to limit the reporting for indicator 1 to refugee children. Indicator 3 has been substituted, asking countries to report on the estimated number of dropouts from school due to the pandemic. The disaggregated data collected for GHRP is not publicly available; the overall figures are made public.

One of the main limitations of the data is that it is not global in scope; not all countries are included in reporting. Secondly, countries faced difficulties in reporting figures for the original indicators, particularly for indicator 3, due to the dynamic nature of school closures and re-openings. Furthermore, countries were not systematically reporting on the three indicators, some were only reporting on one or two. UNHCR persons of concern were also not disaggregated, meaning that figures reported were for refugees, asylum seekers, IDPs and Venezuelans displaced abroad (if applicable). The data was also not disaggregated by sex or education levels.

UNHCR's REMIS

REMIS is a custom-built online tool enabling efficient field-level collection of refugee education data to ensure refugee children's educational attainments, needs and challenges are visible at the local, regional and global levels. The tool was developed by UNHCR Division of International Protection (DIP) in partnership with the Division of Information Systems & Telecommunications (DIST). The tool is currently being piloted in Chad and Burundi.

Indicators

Data and information are collected at the school level on a variety of areas. While standards for the frequency of data collection have not been established, the expectation is that most REMIS data will be collected at least annually. However, countries are currently reporting enrolment and attendance on a monthly basis. Other information that is collected, includes:

• **Location**: Country, location, population summary (school-going age children) and geographic information system (GIS) location.

- **School information:** Name of school, education level[34], gender (boys, girls, co-educational), number of school days per year, implementing partner, type of school (public using host or home country curriculum, camp school), primary language and additional languages, and starting month of the academic year.
- **School-based data:** Grade (local grade name).
- **Enrolment:** Number of refugees and national students newly enrolled, promoted, repeating a grade, and with special needs.
- **Attendance:** Number of males, females and total students attending.
- **Learning:** Number of refugees and national students that participated and passed examinations, disaggregated by sex. Number of refugees and national students that attended national exams is also collected.
- **Teachers:** Personal data (name, DOB, gender, country of origin), role in school, qualifications (qualified, trained but unqualified, untrained), highest level of education, primary language, and other languages, education subject and whether teacher has refugee status (self-reported).
- **School infrastructure:** Condition of classrooms, latrines and desks (good/poor condition), and availability of facilities (administrative office, library, laboratory, sports facilities, etc.).
- **Learning resources:** Status of learning materials (books, teaching and student manuals for different subjects) and the quality of resources (good, working condition, needs to be replaced).

Limitations

- One of the limitations of REMIS is that it is not an appropriate tool for the collection of data in inclusion contexts (i.e. where refugees are included in national education systems), where EMIS are relied upon for capturing data on all learners nationally, including refugees. In such contexts, REMIS would constitute a duplication of data collection efforts. REMIS is therefore more useful in contexts where segregated learning is still taking place and particularly in contexts of non-inclusion where a systematic approach to collecting data on learners by UNHCR and implementing partner beneficiaries is lacking.
- At the same time, not all the data fields in REMIS are mandatory, which means that data availability may be limited since country operations decide what they want to report on.

UNRWA's Common Monitoring Framework, Education in Emergencies Bank of Indicators, and Education Management Information System (EMIS)

UNRWA was established in 1949, to provide services and protection to Palestine refugees in Jordan, Lebanon, Syria, the Gaza Strip and the West Bank. At the end of 2020, 5.7 million women, men and children were registered as Palestine refugees with UNRWA. A further 685,000 persons were also registered with the Agency as eligible to receive services only under the other categories listed in the UNRWA Consolidated Eligibility and Registration Instructions (CERI) of 2009[35]. Unlike UNHCR, UNRWA is directly engaged in public service delivery encompassing education, health care, relief and social services, camp infrastructure and improvement, and microfinance. On education, UNRWA's Third Strategic Objective for Education in the UNRWA Medium Term Strategy aligns with the SDG4 goal by aiming to have all school-aged Palestine refugee children complete quality, equitable and inclusive basic education.

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34 If a school contains more than one level (for example, both pre-primary and primary), the school has to be entered into the system twice.
35 See the Consolidated Eligibility Registration Instructions (CERI), 2009, for more details: https://www.unrwa.org/resources/strategy-policy/consolidated-eligibility-and-registration-instructions

Table 6: **UNRWA Education by the numbers, 2019. Source: (UNRWA, 2020)**

UNRWA education by the numbers, 2019			
Location	**# Staff**	**# Students**	**# School**
Jordan	4,641	118,296	169
Gaza	9,544	282,360	276
West Bank	2,332	45,726	96
Syria	1,922	50,143	103
Lebanon	1,707	36,817	65
Total	**20,146**	**533,342**	**709**

Source: UNRWA, 2020.

Registration of Palestine refugees is conducted by the Relief and Social Services division of UNRWA, which determines the criteria for an individual to be identified as a refugee, after which they are registered and issued an identification. This registration is then used by other parts of the organization to track the enrolment of students in school. UNRWA assesses the progress of its education programme through its Agency-wide Common Monitoring Framework (CMF) which is the common set of education indicators in which all five fields of operation (Syria, Lebanon, Jordan, Gaza and West Bank) report against. It has also recently added an EiE Indicator Bank, which is designed for tracking progress of programmes in education in emergencies.

An agency-wide Education Management Information System (EMIS) and Student Registration System (eSRS)[36] plays a key role in ensuring reliable and timely data with regard to students, staff and school premises, wherein:

- Students have unique identification numbers, and their progress can be tracked over time.
- The data reported from schools is quality-checked through an ongoing dialogue between the field office and the school. This involves verifying historical data against pre-specified validation parameters (e.g. number of hours worked cannot exceed a certain amount), as well as discussion with school principals.

Recently, the EMIS has been enhanced to capture data which are vital to understanding student learning, well-being, and the impact of crisis on the learning environment. The data reflect the various interventions of the Department of Education in the host countries, which reach hundreds of thousands of Palestine refugee students. In addition, it also incorporates other surveys, research and data sources, which are aggregated into the frameworks (see figure below).

36 Out of 103 countries reported, 54% countries are managing data on an individual student basis in their national EMIS (UIS, 2020)

Figure 5: **UNRWA Reporting Frameworks**
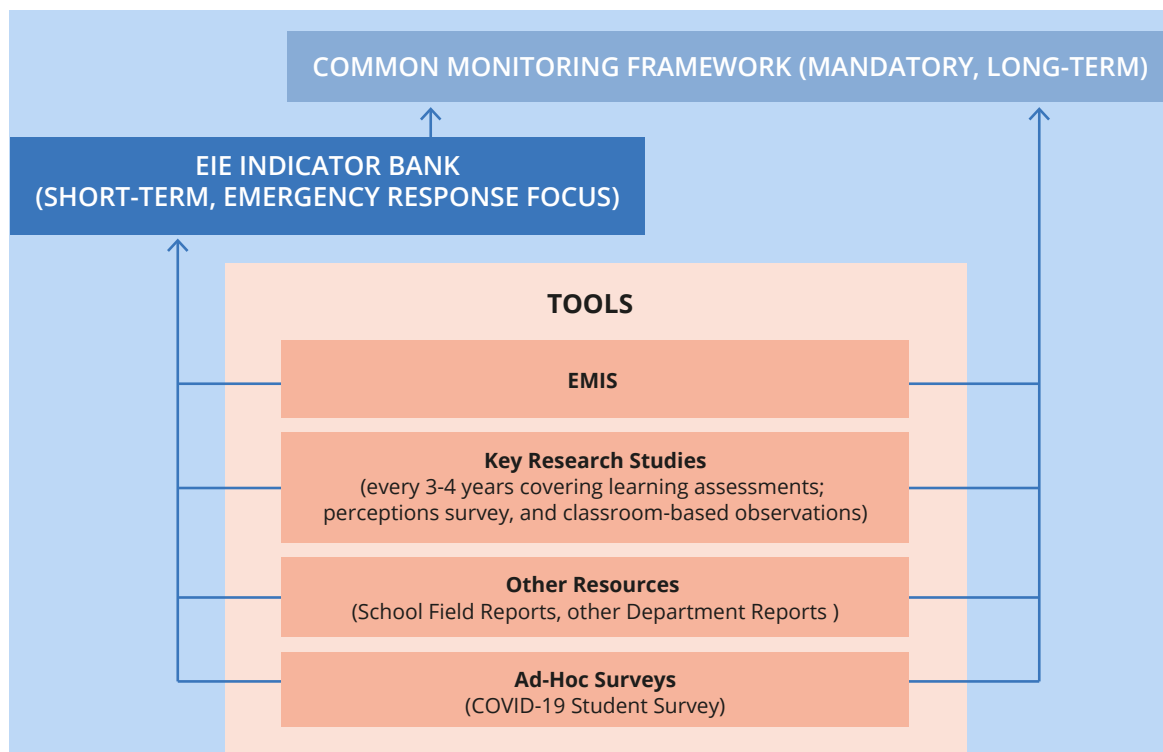
Source: Authors' compilation

Indicators

The CMF and EiE Indicator bank report on a variety of access[37] indicators at two levels. At outcome level, UNRWA measures cumulative dropout rate and student survival (the proportion of students expected to reach the last grade of the basic education cycle). At the output level, education indicators measure repetition rates, enrolment of displaced students, percentage of students with disabilities being supported, as well as community engagement (e.g. level of activity of the parent teacher associations). See Appendix 3 for an overview of indicators collected for each framework, their data sources and the frequency of data collection.

Limitations

- UNRWA is mandated to provide assistance and protection to Palestine Refugees (PR) only. Therefore, the data collected by UNRWA largely covers refugees under UNRWA's mandate (it also includes data on the few non-PR students that are accepted into these schools, but this is a small minority).
- The data do not cover PR children in government schools. While this is a small percentage of students, it does represent a limitation to generalizability.
- Links on UNRWA's EMIS to national EMIS do not exist in most countries.
- Additional limitations/challenges related to COVID-19:
  - Logistical issues related to operating in crises settings: The use of electronic devices in EMIS data collection and connectivity is not usually a problem in UNRWA-run schools.

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37 This section will only cover the access indicators covered in these data sources, for an overview of the learning and safety indicators, please see sections 4.2.4 and 4.3.4 respectively.

However, in crisis environments, electricity outages reduce the reliability of digital communication and this has posed a challenge to good communication between schools and UNRWA's education team.

- UNRWA could not conduct monitoring and learning achievement tests, classroom observation studies, and perception surveys as originally planned, as these are done in person and could not easily be adapted to other modes.

- Collecting data across different learners by mode of learning: Some schools are learning remotely for some grades and in-person for others, which poses difficulties in collecting data across different learners and modes of learning. For example, EMIS compliance indicators are related to in-person attendance. Disability support and recreational activities suffer from the same problem.

4.1.2 Administrative Surveys or Education Management Information Systems (EMIS)[38]

Most countries rely on data from administrative surveys, specifically EMIS, to inform and support education planning, monitoring and evaluation, and policy formulation (UNICEF, 2020). EMIS provide the operational system and process to collect, aggregate, analyse and report education data at all levels of service delivery. They track information at the school, or even student, level and have the capacity to provide data aggregated at different geographical levels (e.g. district, regional or national). They are a key source of data for SDG4 monitoring and in recent years, have been advancing on improving data on SDG target 4.5,[39] specifically on aspects of inclusion (UNESCO Institute for Statistics, 2017b, 2017a). They are the key source for education access and school infrastructure in many countries and should be expanded to ensure the inclusion of refugees in an explicit manner where possible.

Indicators

EMIS usually collect data on a variety of indicators generally focused on access, teachers and school infrastructure. In terms of access, these information systems produce data on enrolments and are usually disaggregated by gender, age, grade, and sometimes disability, with the student level data being easier to disaggregate in more ways. Depending on the specificities of each system, they might also produce additional information on the students (e.g. type of disability and nationality) and can generate the data to produce indicators on attendance, survival rates, graduation rates, school resources and infrastructure, access to school, information on teachers and school governance. They theoretically cover all schools within a given country, though this may not always be the case as non-state schools and those operating in refugee camps and settlements may be excluded[40]. Further, there may be differences in the theoretical and practical coverage of indicators in an EMIS (Ugandan Ministry of Education and Sport & ADEA, 2016), so that

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38 Education Management Information Systems (EMIS) around the world are at different stages of maturity in design, deployment and use of data. In many countries, EMIS play a purely monitoring and statistical role through the collection and reporting of headcounts of students and teachers. In some countries, they are becoming a comprehensive, integrated and dynamic education management solution. This helps to provide timely insights for daily management and monitoring of ministry's operations at different levels of education administration. (UNESCO, 2021)

39 Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

40 Legal provisions for enforcing completion may be necessary. A review of the Ugandan EMIS found that the government had "no legal provision to reprimand the defaulting schools and institutions. This results in low response rates by private sector schools and institutions (particularly secondary schools), currently estimated at around 65 per cent. Non-response by private sector owned institutions represents a significant loss of data to the official Education sector database (as the private sector accounts for more than double the number of public schools at secondary level)." (Ugandan Ministry of Education and Sport & ADEA, 2016, p. 24)

some EMIS capture less than planned as some modules (e.g. financial management, personnel) may not be collected.

EMIS data collections have usually been in the form of school-based questionnaires that collect aggregate data, although over the last few years, several EMIS have been migrating towards the collection of information on individual students. A meta-data survey conducted by the UIS on the EMIS of 103 countries found that 54% of countries have student-level data (UNESCO Institute for Statistics, 2020a). There is also potential for EMIS to link to other administrative monitoring mechanisms if the same student ID can be used across multiple systems. However, these unique student IDs are not always only used for data collection, instead they are sometimes used for managing examinations, or other administrative purposes, and are only used across multiple ministries 39% of the time (UNESCO Institute for Statistics, 2020a). This individual level data collection and ID provides the standard for all EMIS, whether refugee focused or not, but as they are not currently in use everywhere, other methods for identifying refugees are also explored. However, as highlighted earlier, the protection risks relating to the discrimination against and exclusion of refugee students, or the accidental disclosure of this data to unauthorized persons, must be weighed against the need for this data in a given context (see Box 9 for a more detailed discussion of current guidance).

Nevertheless, some countries have adapted their EMIS to capture better data on refugees even where individual level data is not available (See Box 3 for details). These countries include questions in school censuses on country of origin, nationality or refugee status of students. While there are many challenges associated with these approaches where only school level data is provided (see section on limitations), they provide a good first step in identifying refugees, especially in areas with high concentrations of refugees.

Box 3: **Adapting EMIS for refugees and displaced persons**

Adapting EMIS for displaced Venezuelans

Latin America's most recent migration crisis has been the one faced by the people of Venezuela. As of February 2021, there were 5.5 million Venezuelan migrants, refugees and asylum seekers, 80% of whom live in the region, mainly in Colombia and Peru (R4V, 2021b). The case of Venezuelans residing in different countries of the Americas is an illustrative example of how proxy indicators – such as nationality or country of birth - can be used to identify refugees. While not always formally recognized as such, the nationality of students – if included as an item in school-based surveys - can be used as a proxy to estimate relevant education figures for this population group which are critical to informing, planning and complementing learning. Chile already has an EMIS to gather information from all these students based on individual student records. The crisis has forced Colombia, Peru and Ecuador to adapt their EMIS to collect data on the school-age Venezuelan population.

Colombia: The MoE in Colombia modified its administrative data collection tools to respond to Venezuelan migration. The country's MoE EMIS Integrated Matriculation System (SIMAT) includes administrative information on all the students in the system. In July 2018, SIMAT began gathering information on the nationality of students, adding the question: "what is your country of origin?". Since then, educational indicators can be constructed for students from Venezuela. This information is crucial for monitoring the student population from Venezuela.

Ecuador: Before the school year 2018/2019, the country's EMIS - Archive of Education Institutions (AMIE) - collected information on specific nationalities. In the last school year, it includes "Venezuelan" as another nationality for data gathering on the origin of students and teachers.

Peru: The country has created regulations to allow student registration through the Support Information System for the Management of the Educational Institution (SIAGIE). This system collects information about students, schools and the education system. The school principal is responsible for updating the SIAGIE with the most relevant information on students and schools. Whether a student is a foreigner or not, he or she is registered with official identification.

Adapting EMIS for refugees

Ethiopia: A collaboration between the Ethiopian Ministry of Education's EMIS department and development partners, including UNHCR and UNICEF, has led to the expansion of EMIS data collection to schools mostly attended by refugees. The Ethiopian EMIS uses StatEduc, which is a software developed by UNESCO adaptable to different national contexts. The EMIS questionnaire was customized for refugee education, which meant that, for example, it included a disaggregation refugee/non-refugee" when collecting enrolment and other data in locations with a high presence of refugees. The questionnaire was used in all schools mostly attended by refugees throughout the country. The data collection is done at the school level by the school director, administrators and teachers who have received training from the MoE/Regional Education Bureau. Like other schools in Ethiopia, schools in refugee-hosting areas compiled the questionnaire on paper, and, with few quality assurance procedures, the data were then entered in StatEduc. The data are owned by the MoE, and for the first time in 2018 the Ministry's *Education Statistics Annual Abstract* included a chapter on refugee education data (UNHCR & Educate A Child, 2019).

Zambia: In Zambia, the Ministry of Education's EMIS school census questionnaire includes a question on the number of refugees enrolled in school, disaggregated by grade and sex. Therefore, all schools accredited with the government, and not only schools attended by a majority of refugee students, are requested to answer this question. However, data on the

number of refugees enrolled in school is more reliable for schools in refugee-hosting areas as the schools are aware of the refugee status of students (which implies that it is teachers and principals who are reporting on these figures), whereas the response in urban areas is thought to be less reliable wherein teachers and school authorities may not necessarily be aware of who is a refugee. Refugees in urban areas tend not to disclose their refugee status at the time of registration in school, and therefore the school is less aware of how many refugees are enrolled. This situation is probably one of the main challenges in terms of reliability of the data on refugees captured by EMIS. The questionnaire also collects the number of non-Zambian teachers, which in certain contexts, such as in schools in refugee settlements, can be used as a proxy for the number of refugee teachers. The number of refugee teachers is important information as it indicates whether refugee teachers are able to find formal employment in the country. They can also support students in shifting to a new language of instruction, as they are likely to speak refugee students' native languages.

Turkey: At the beginning of the Syrian crisis, Turkey, in collaboration with UNICEF, developed an EMIS for foreign students (YOBIS), which collected information on the temporary learning centres attended by Syrian students. When the country made a policy shift towards the inclusion of refugees into the national education system, YOBIS was integrated into the national EMIS (E-Okul). Currently, the national EMIS collects students' information disaggregated by nationality (e.g. Syrian). In addition to this, Turkey has also developed an information system that can link data between EMIS and the Integrated Social Assistance Information System (ISAIS) managed by the Ministry of Family and Social Policy. This relation allows the Ministry of Family and Social Policy and the Ministry of National Education to monitor indicators related to school attendance that are required for the cash transfer programme benefitting Syrian refugee students (3RP, 2019).

South Sudan: From 2018, the Annual Education Census in South Sudan can collect data disaggregated by refugee status. It uses this to report on enrolment at the pre-primary, primary and secondary levels throughout the country (Ministry of General Education and Instruction (MoGEI), 2019; Mwaniki, 2020). As this data is collected at the school level it may face challenges if head teachers cannot identify who is a refugee within the school. However, as the refugee registration is required at point of enrolment in school, this is likely to be a minor concern. Concerningly, the EMIS system had not been able to keep pace with changes on the ground, with mismatches between the EMIS list and schools. An additional concern is that "the enrolment data on refugee schools in EMIS differ from UNHCR records and may be unreliable for the purpose of planning. For example, data from EMIS show there are refugees in a number of states that are not reflected in the UNHCR data" (Mwaniki, 2020, p. 8). It is currently unclear why this is the case.

Limitations

This review finds the main limitations to be:

- The EMIS questionnaire is usually deployed to all schools integrated in the national system through an annual school census. This constitutes a limitation for collecting data on refugee education, as some of the schools attended by refugees might not be included in the national education system in many countries. This means that the EMIS school census might not be capturing these schools. For instance, unrecognized schools (e.g. those that do not have official status as schools) are often not included in national education census estimates (Kelly et al., 2016; Woodhead et al., 2013). Even when non-state schools are included, EMIS may not clearly distinguish between the different types of non-state schools (e.g. low-fee schools, NGO-run schools, and elite private schools) (Chudgar & Quin, 2012; Kingdon, 2020).

- 46% of countries do not use a student ID so cannot track individual students. This makes it harder to identify refugee children, as teachers and principals may not necessarily know who the refugees within their schools are.

- Even when schools attended by refugees are integrated in the national system, EMIS are currently unlikely to capture the number of refugees enrolled in school because data about migration background or refugee status of students is rarely collected and known for the head teachers. The exception is collection of data on nationality, which can be disaggregated by individual nationalities, or by citizen of the country/non-citizen foreigner". There are multiple reasons for the absence of these questions, including protection issues (which is a significant concern), relevance for planning or programmatic reasons, prioritization of questions in – often already long – questionnaires, and methodological challenges in collecting reliable information on the students' migration or refugee status in schools. A coherent and coordinated approach across actors collecting this data (where there are actors doing so) is another key point.

- The reliability of the refugee data collected through disaggregation of the school census, as the context may determine how aware schools are of the refugee status of students. This is especially pertinent for school-level censuses where reliable information about refugee status may not be available to the person filling out the survey. For example, in Uganda, where South Sudanese refugees are granted *prima facie* asylum,[41] it might be easier for teachers to identify refugees as the refugee status overlaps with nationality[42]. However, in other contexts where persons of the same nationality might be refugees or migrants, it is more difficult for the school to report on the number of refugees. Despite these limitations, there are successful examples of countries that have adapted their EMIS to incorporate disaggregation of refugees (see Box 3).

- Finally, many EMIS are prone to data entry errors, with 53% of 103 countries surveyed by the UIS utilizing paper-based methods of data collection (UNESCO Institute for Statistics, 2020a)[43]. Lack of capacity, both financial and human, compound these issues and undermine the reliability of data collected. Add to this the other pre-existing challenges and regional disparities in some countries, and the challenge of producing national estimates becomes clear (Atherton & Outhred, 2018). However, some countries that use

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41 A prima facie approach means the recognition by a State or UNHCR of refugee status on the basis of readily apparent, objective circumstances in the country of origin or, in the case of stateless asylum seekers, their country of former habitual residence. A prima facie approach acknowledges that those fleeing these circumstances are at risk of harm that brings them within the applicable refugee definition" (UNHCR, 2015a).

42 This identification strategy could be limited – as some students with a South Sudanese nationality may not necessarily have refugee status.

43 Which are also costly in terms of time spent inputting the data as this has to be done twice; once on paper and once into the computer-based system. This introduces more potential sources of error than in other methods of collection. However, this is the most feasible data collection tool where infrastructure (electricity and internet) and capacity are limited. See Uganda UMNESCO EIE EMIS case study.

paper methods to collect data have implemented detailed quality assurance procedures to minimize errors (e.g. random checking by supervisors) and reduce missing information (e.g. phone calls to schools submitting forms with missing data), thus improving the quality of the data (Mwaniki, 2020).

There is potential for international standards to influence data collection. Some EMIS diagnostic systems currently in place (e.g. the World Bank's Systems Approach for Better Education Results (SABER) and the UIS's Data Quality Assessment Framework (DQAF) (van Wyk & Crouch, 2020; World Bank, 2014; World Bank Development Data Group & UNESCO-UIS, 2003)) are helpful in assessing the quality of data collection systems, and also allow for a different degree of aggregation (e.g. school region) and sub-components (e.g. by gender, by level of education, by age, private and public, full-time and part-time). UNICEF "measures the proportion of EMIS able to produce disaggregated data on gender, urban/rural, wealth and disability" (Global Partnership for Education, 2019b) and could incorporate disaggregation by protection status where this is relevant. While the Association for the Development of Education in Africa (ADEA) in its EMIS Norms and Standards Assessment Framework, includes disaggregation by gender, disability, and location under its comprehensiveness norms, but not refugee or migration status (ADEA Working Group on Education Management and Policy Support, 2011). Support from these organizations could improve the way data is collected on refugees in EMIS (Global Partnership for Education, 2019a).

This aligns with the findings of recent work based on six country case studies (Chad, Ethiopia, Palestine, South Sudan, Syria and Uganda) by UNESCO on strengthening EMIS and data for increased resilience to crisis which found that current EMIS are "limited because of challenges related to timeliness, quality and relevance, access and availability" (Pinna et al., 2020; UNESCO, 2020b). It highlighted that legal frameworks, human, financial and technical capacity, coverage (e.g., an overwhelming focus on access, target groups uneven, hard to reach areas overlooked), accuracy and reliability (e.g., obsolete and out of date data, possible distortion of data), and data dissemination could be improved.

4.1.3 Population censuses

Population censuses are the primary source of demographic data for most countries. These may be done through individual enumeration of the entire population or by post or online questionnaires. Another important distinction between census types is between *de jure* censuses that focus on the resident population and *de facto* censuses that include everyone present at the time of the census. The former is often preferred for planning purposes but may also fail to capture those not yet registered as refugees or not considered residents (UN & Eurostat, 2018).

Indicators

The United Nations *Principles and Recommendations for Population and Housing Censuses, Revision 3* recommends three core topics on international migration characteristics: (a) country of birth; (b) country of citizenship; and (c) year or period of arrival in the country[44]. These questions and those on previous residence, along with any ethno-cultural characteristics can be used to give an indirect estimate of persons likely to be refugees or refugee related populations. Nevertheless, if a question on reason for migration is missing, this constitutes a less precise approach. Other migration-related topics that can be used to identify refugees are: (a) place of usual residence; (b) duration of residence; (c) place of previous residence; and (d) place of residence at specified date in the past (UN & Eurostat, 2018).

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44 See also (Calvelo, 2011; Maguid, 2008)

For the accurate identification of refugees in census data, EGRIS recommends including a question in the census on reason for migration. The question should have the following response categories: i) employment, ii) education and training; iii) marriage, family reunification or family formation and iv) forced displacement[45] (refugees, asylum seekers, temporary protected status, others). The topic "Reason for migration" should refer to the main reason that drove the respondent to undertake the most recent migratory move. It is recommended that only one main reason for migration be recorded (UN & Eurostat, 2018).

While most countries have some form of questions on migration, these are largely confined to whether the person or household has moved in a specific timeframe. Thus, these are not directly pertinent to assessing if a person has refugee status. Only one country - Armenia - in the Integrated Public Use Microdata Series (IPUMS) International data set, collects data on forced displacement. However, 18 countries (see Appendix 4 for list) ask questions about the reason why the person moved from their previous place of residence, and many countries include responses related to conflict and natural disasters, including Colombia (see Appendix 4). Refugee and asylum seekers status is only a response option in Greece. These indicators may be used in conjunction with education questions such as educational attainment or school attendance, which are asked in nearly all countries (IPUMS International, 2021).

A review of the most recent censuses for the top 12 refugee hosting countries (the last Lebanese census was in 1932 and therefore excluded[46]) finds that:

- On migration, the most frequent questions asked are previous residence (nine, though not necessarily in consistent ways across countries), nationality (seven), religion (five) then mother tongue, birthplace, ethnicity (all at four). Consequently, few of the censuses are consistent with the recommendations of the UN or EGRIS, making it challenging to identify refugees from these censuses.
- On education, questions on attainment are present in all countries, with literacy (11) and access (10) being the only other indicators that are present in the majority of countries.
- Of the 22 indicators covered in the review, Bangladesh and Jordan utilize more than other countries, with 13 and 10 indicators respectively included in their census surveys. (see Table 7 for more).

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45 Defined as "The movement of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence (whether within their own country or across an international border), in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters." https://www.unhcr.org/glossary/#displacement

46 However, there was a Population and Housing Census of Palestinian Camps and Gatherings in 2017. This was intended to give a complete overview of Palestinians in the country, however, limitations in the methodology mean that it may not be fully representative. Further, this is a refugee focused census, not a national census which is the focus of this particular review, so it is not included in the table below (Lebanese Palestinian Dialogue Committee et al., 2018)

Table 7: **Education and migration indicators in population censuses for selected countries**

Category	Country	Bangladesh	Colombia	DRC	Ethiopia	Iran	Jordan	Lebanon	Palestine	Pakistan	Sudan	Syria	Turkey	Uganda
	Year	2011	2018	1984	2007	2011	2015	-	2017	2017	2008	2004	2011	2014
Personal and Household Characteristics	Mother Tongue	green	green	orange	green	orange	orange	gray	orange	green	orange	orange	orange	orange
	Ethnicity	green	green	green	green	orange	orange	gray	orange	orange	orange	orange	orange	green
	Religion	green	orange	green	green	orange	green	gray	orange	green	orange	orange	orange	green
Migration	Birthplace	green	green	green	green	orange	orange	gray	orange	orange	orange	orange	green	orange
	Origin Country	orange	orange	green	orange	orange	green	gray	orange	orange	orange	green	orange	orange
	Nationality	orange	orange	green	orange	green	green	gray	green	green	green	green	green	green
	Resident Status	orange	orange	orange	green	orange	green	gray	orange	orange	orange	orange	orange	orange
	Length of residence	orange	orange	orange	orange	orange	orange	gray	orange	orange	orange	orange	green	orange
	Refugee Status	orange	orange	orange	orange	orange	green	gray	green	orange	green	orange	orange	orange
	Previous Residence	green	green	orange	green	green	green	gray	green	orange	green	orange	green	green
	Migration in last X months	green	orange	orange	orange	orange	orange	gray	orange	orange	orange	orange	green	orange
	Reason for Leaving	green	orange	orange	orange	green	green	gray	orange	orange	orange	green	orange	orange
	Reason for staying	green	orange	orange	orange	orange	green	gray	orange	orange	orange	orange	orange	orange
	Destination of migration	green	orange	orange	orange	orange	orange	gray	orange	orange	orange	orange	orange	orange
Education	Attainment	green	green	green	green	green	green	gray	green	green	green	green	green	green
	Access	green	green	orange	green	green	green	gray	orange	green	orange	green	orange	green
	Progress	orange	orange	orange	orange	orange	green	gray	orange	orange	orange	green	orange	orange
	Literacy	green	green	green	green	green	green	gray	green	green	green	green	green	green
	Learning	orange	orange	orange	orange	orange	orange	gray	orange	orange	orange	orange	orange	orange
	Parental Support	orange	orange	orange	orange	orange	orange	gray	orange	orange	orange	orange	orange	orange
	Safety	orange	orange	orange	orange	orange	orange	gray	orange	orange	orange	orange	orange	orange
	School Type	green	orange	orange	orange	orange	green	gray	orange	orange	orange	orange	orange	orange

Sources: See Appendix 5

Note: Green (included); yellow (partially or unlikely); orange (not included).

Limitations

- Most censuses do not allow for a systematic and comparable identification of refugees, due to limitations in the questions. For example, few countries ask length of stay, time of arrival or citizenship. Furthermore, questions are asked differently in different countries (e.g., place of birth, place of origin, nationality), making regional cross-country comparison difficult.

- Censuses are conducted infrequently, are costly, and utilize a crowded questionnaire due to history, national contexts, sensitivity and costs, often with little flexibility to add additional questions or topics. Indeed, as census data is often collected five to 10 years apart, it is not very useful for monitoring the ongoing situation in a country. Nevertheless, as census data is used as the sampling frame for many household surveys, they are a critical source of information on refugees.

4.1.4 Household Surveys

This section will first outline the types of household surveys that are undertaken, then proceed to highlight how these surveys can be used to fill in data gaps about the education of refugee children, before discussing limitations on the use of household surveys. The section will further discuss individual household surveys that are relevant to the field of education of refugees, including the Multiple Indicator Cluster Surveys (MICS), Vulnerability Assessment of Syrian Refugees in Lebanon (VASyR), and Demographic and Health Surveys.

There are several types of household surveys that can be used to collect data. This includes specialized surveys, which cover a specific topic or issue and may be ad-hoc or periodic, multi-phase surveys which collect information in successive phases, and longitudinal surveys where data is collected from the same sample units over a period of time (UN DESA, 2005). Household surveys are therefore a crucial tool to capture out-of-school children (OOSC), who are not included in EMIS. Moreover, they collect the reasons for being out of school as well as information about the household's socioeconomic situation. Typically, household surveys collect attendance rather than enrolment data, and this should be taken into consideration when comparing them with EMIS data which usually records enrolment. Indeed, household surveys might estimate higher rates of OOSC, as they consider children enrolled in school but not attending as OOSC (UNESCO Institute for Statistics & UNICEF, 2016). Household surveys are also an important tool for collecting information regarding migration and forced displacement especially in relation to the identification of OOSC.

Nevertheless, the challenges of household surveys for refugee education data include their design, periodicity, comparability and geographical specificities. For instance, data released may not be timely or be an accurate representation of the dynamic situation that typically characterizes refugees and other persons of concern. Another limitation is that very few surveys conducted outside of government agencies have sustained financing to continue their application at regular intervals, leading to one-off surveys that provide a static picture. Surveys carried out with some regularity have limitations regarding comparability (e.g. no harmonized indicators) and several surveys conducted in the same geographical area (e.g. a refugee camp or a district) due to lack of coordination may lead to a high response burden on studied populations. Finally, not all household surveys are publicly available.

A challenge specific to refugees is that of identifying and capturing refugee status. EGRIS (UN & Eurostat, 2018) suggests that household surveys integrate the following questions to better be able to capture this status using data on: country of citizenship, country of birth, acquisition of citizenship, year or period of arrival in country and reason for migration (e.g. employment, education and training, marriage, family formation, family reunification, forced displacement,

other). The extent to which these are represented in existing data sources will be discussed in the sections below.

There are also challenges associated with implementing household surveys that adequately cover refugee and migrant populations as generating a nationally representative sample when many refugees, some uncounted, are concentrated in certain areas may be difficult. For instance, refugee camps are often not included in most household survey samples. This is the result of the absence of representative sampling frames as many censuses will not cover these populations. This may be remedied by using UNHCR/UNRWA/NGO registers for sampling frames; however, this may overlook some refugees, especially those not living in camp settings.

A review of 97 household surveys covering refugees shows that while there are many available surveys, just 50% include basic questions about educational attainment, only 29% cover access to education, and 23% include self-reported (or by proxy, e.g., household head) data on literacy[47]. Further, other aspects of education are poorly covered (see Appendix 6 for a full breakdown of areas covered), with one survey covering learning (UWEZO, see section 4.2.3: Annual Status of Education Report (ASER) and UWEZO for more), none covering safety from the child's perspective (although three surveys have some safety related questions for parents), and grade progression (three surveys), family support for learning (two surveys), and school type (10 surveys) almost as poorly covered. On coverage of refugee populations, most of the surveys are limited to specific camps so are unlikely to be representative of the entire refugee population. Those that do aim to cover the entire refugee population are limited by relying on either using online map boundaries of camps or on UNHCR/UNRWA registrations, which may not capture all refugees in a given country (note: the extent to which they are successful in this depends on the context). Nevertheless, some that have undertaken supplementary mapping exercises, such as the Uganda Refugee and Host Communities 2018 Household Survey which covers attainments, access and progression, are nationally representative of the refugee population (World Bank, 2019).

Meaningful comparisons to the national context are also an important component for understanding the education of refugees in context. For example, in Kenya the Kalobeyei Socioeconomic Survey 2019 is comparable to the Kenya Integrated Household Budget Survey 2015/16 and the Kenya Continuous Household Survey (UNHCR & World Bank, 2019) as it uses the same questions and tools. This facilitates comparisons between the two surveys and populations, even when separate surveys are conducted. This may be one way to complement existing household surveys.

A further review of 20 of the most recent household surveys in 13 key refugee hosting countries shows that (See Appendix 7 for a more detailed overview):

- On migration or identity: two ask about mother tongue, birthplace and refugee status (covering only Palestine), three ask questions on nationality, four on ethnicity (three countries), five on religion (four countries) and six (covering four countries) ask about recent migration.
- On education: 18 covered educational attainment in all 13 countries, 17 asked questions on access in all countries, 14 covered literacy in 11 countries with none of the surveys covering issues of learning or safety.

Thus, basic educational indicators could be constructed from the education questions collected in at least some of these surveys (e.g., attainment, gross enrolment rates), though challenges with accurate collection of age data may make this challenging. However, anything beyond these

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47 "refers to a person who can/cannot read and write with understanding a simple statement related to her/his everyday life", based on the UNESCO 1958 definition (Global Education Monitoring Report, 2006). In HH surveys, this is often self-reported with the interviewer simply asking the respondent if they can read or write with no test administered to confirm this.

metrics is outside the scope of most household surveys. Compounding this with the absence of indicators (e.g., nationality, birthplace) in these national household surveys that could facilitate the identification of refugees, it would be extremely difficult to use most of these for estimates of refugee education. Finally, without a deliberate oversampling of refugee populations, the subsample of refugees in many of these surveys may be too small to draw conclusions. However, if this is to be done, then the protection risks must be considered throughout the data cycle from collection through to reporting to ensure that this data does not cause harm to refugee populations by leading to exclusion or discrimination.

The review demonstrates that there is a lack of standardization of questions asked in household surveys, with questions phrased differently across countries and contexts. There is also no standardized set of questions used for refugee identification, even though this could be done, particularly at a regional level. Indeed, the questions suggested by EGRIS (see Annex 11 for full list), should become the standard basic set for identification of refugees in surveys to help increase standardization. Further, when household surveys do ask questions to help with the identification of refugees, these tend to be related to religion, ethnicity and language, that may only be useful to identify refugees if *prima facie* recognition is given, and where refugees differ in any of those three from the host country population.

Based on this review, it is clear that national and refugee household surveys are not sufficient in providing a range of education indicators on refugee education and other household surveys might need to be used. The rest of this section highlights some household surveys that might be able to overcome some of the limitations of household surveys in general and refugee household surveys more specifically:

1. International surveys that may be able to overcome issues around comparability as they ask the same questions across different contexts, meaning that for example access to education, is measured consistently in all countries.

2. One key, long-term survey of refugee populations in Lebanon which focuses on Syrian refugees but maintains consistent education indicators throughout and which provides an example of good practice.

Multiple Indicator Cluster Surveys (MICS)

A key global survey that covers education is the MICS, designed by UNICEF to collect information on health, education, nutrition and social services for women and children. The first wave of this survey started in 1993 and is now in its sixth iteration. It is based on a fixed set of questionnaires with separate household, individual and child questionnaires that can be modified to suit the context where it is implemented (UNICEF, 2021a, 2021c).

Table 8: **MICS rounds in select refugee hosting countries**[48]

Round	Year	Bangladesh	Colombia	DRC	Ethiopia	Iran	Jordan	Lebanon	Palestine	Pakistan	Sudan	Syria	Turkey	Uganda
MICS 1	1993-8	■		■	■	■			■	■	■	■	■	
MICS 2	1999-2003			■				■			■	■		
MICS 3	2005-9	■						■				■		
MICS 4	2009-13			■				■	■	■	■			
MICS 5	2012-17	■						■	■	■	■			
MICS 6	2017-21	■		■				■	■	■	■			

Source: Authors' compilation based on UNICEF (2021c, 2021e).

Note: MICS 2, 3 and 4 for Lebanon were focused on Palestinians.

Indicators

MICS collects data on highest level of education achieved as well as Early Childhood Education (ECE), primary, secondary and higher education attendance. The questionnaire for children also reports on the number of books that children have at home to read, whether anyone regularly helps the child with homework, and whether schools have been closed on a school day for a number of different reasons.[49] MICS does not include questions on school-related violence; however, it does include questions to identify the presence of corporal punishment in the household.

All MICS indicators can be disaggregated, where appropriate, by wealth quintiles, sex, age, ethnicity, disability and geographic location, or other characteristics (See Table 9 for detailed breakdown by round). Questionnaires for individual surveys (separate for men and women) for the latest version, MICS 6, contain three questions on migration, including: a) how long respondents have been continuously living in a given city, town or village of residence; b) if they lived in a city, town or rural area; and c) what region of the country they lived in. Select MICS questionnaires have included additional questions which may allow for the identification of refugees, such as, reason for migration and mother tongue of the head of household (see Box 4).

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48 Countries with refugee populations over 500,000.
49 This includes natural disasters, man-made disasters, teacher strikes or other.

Table 9: **Relevant variables in MICS by round**

Topic	Variable	MICS1 1993-8	MICS2 1999-2003	MICS3 2005-9	MICS4 2009-13	MICS5 2012-17	MICS6 2017-21
Personal and Household Characteristics	Assets	grey	orange	green	green	green	green
	# of HH members	grey	green	green	green	green	green
	Mother Tongue (HH head)	grey	orange	green	green	green	green
	Ethnicity (HH head)	grey	orange	green	green	green	green
	Religion (HH head)	grey	orange	green	green	green	green
	Location of biological parents (child)	grey	orange	orange	orange	green	green
	Disability Status (child)	grey	orange	orange	yellow	yellow	green
Education	Highest Level of Education	grey	green	green	green	green	green
	School attendance (current)	grey	green	green	green	green	green
	School attendance (previous)	grey	green	green	green	green	green
	Support received (child under 5)	grey	orange	green	green	green	green
	Toys/Play	grey	orange	orange	green	green	green
	# Books Read	grey	orange	yellow	orange	yellow	green
	Help with Homework	grey	orange	orange	orange	orange	green
	Parental Engagement with School	grey	orange	orange	orange	orange	green
	Teacher Absence	grey	orange	orange	orange	orange	green
	School Closure	grey	orange	orange	orange	orange	green
	Foundational Skills (child)	grey	orange	orange	orange	orange	green
	Literacy	grey	orange	green	green	green	green
	Numeracy	grey	orange	orange	orange	green	green

Source: (UNICEF, 2021c). Based on the review of core questionnaires in the MICS, by round.

Note: Grey signifies that the questionnaire could not be found, green (included); yellow (partially or unlikely); orange (not included).

Box 4: **MICS 2018 in Iraq**

Iraq 2018: In the MICS 6 survey conducted in Iraq in 2018, the questionnaire for women was designed to analyse migration, refugee status and IDP status. It contains relevant questions to identify households having this status. It tracked local, internal and international mobility, and collected information on the reasons for mobility. The following items were included:

- **HC1B. Language** *What is the mother tongue language of (name of the head of the household)?*
- **HC2A. Residence** *How long has (name of the head of HH) been continuously living in this area?*
- **HC2B. Migration** *Just before moving here, did (name of the head of HH) live in a city, in a town, in a rural area or in a camp?*
- **HC2D. Internal/international migration** *Before moving here, in which governorate did (name of the Head of the HH) live?*
- **HC2E. Reason** *What was the main reason for moving?* (Central Statistical Organization et al., 2019)

Palestine 2019-2020: In the MICS 6 survey conducted in Palestine in 2019-20 the household questionnaire asks about refugee status with the options: registered refugee, non-registered refugee, and non-refugee (Palestinian Central Bureau of Statistics, 2021).

Limitations

- MICS has limitations as a tool for the regular monitoring and measuring of progress on SDG indicators in general. As a starting point, only a few countries have different rounds of MICS (illustrated for select countries in Table 8) which limits comparability across contexts and time.[50] Another limitation is that some variables, such as foundational learning, are only available in the latest round.

- Each country can design the survey with different levels of disaggregation or relevant groups, limiting comparability across countries. Relatedly, regional analysis of migration or refugees is limited due to periodicity, comparability and sampling design within the region because countries do not implement the surveys in the same year.

Vulnerability Assessment of Syrian Refugees in Lebanon (VASyR)

The VASyR monitors changes and trends in the situation of a representative sample of Syrian refugee families from 2013-2020. The VASyR sampling design and parameters have been consistent since its inception to preserve comparability across the years and to ensure representative results. Sample design in VASyR follows a two-stage cluster approach using the sampling frame of the total number of Syrian refugees known to UNHCR (UNHCR, 2020b).

Indicators

VASyR has a good set of indicators on educational access. These include primary school net attendance, children overage for their grade in primary school, participation in organized learning, net intake in primary education, lower secondary school net attendance, upper secondary school net attendance, and exclusion from education, employment and training (Not in Education, Employment or Training, or NEET, indicator). Moreover, the VASyR questionnaire also collects the reasons for not attending school, in particular cost of transportation to school, having to work, cost of educational material and school's denial of enrolment. The most recent round also has indicators on remote learning access. Data can be disaggregated by age, gender, disability, nationality and socioeconomic status (See table 10 for full overview).

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50 For example, only two countries have all six rounds of MICS, and 13 countries have five rounds of the survey. This limits the capacity of monitoring across time.

Table 10: **VASyR Indicators by Round**

		2013	2014	2015	2016	2017	2018	2019	2020
Personal and Household Characteristics	Age	grey	grey	grey	green	green	green	green	green
	Gender	grey	grey	green	green	green	green	green	green
	Disability	grey	green	green	green	green	green	green	green
	Assets	green	green	green	green	green	green	green	orange
	Expenditure	green	green	green	green	green	green	green	green
	Income	green	grey	green	green	green	green	green	green
Migration	Nationality Head of Household (HoH)	green	green	green	green	green	yellow	yellow	yellow
	Nationality	grey	grey	grey	orange	orange	green	green	green
	Country of Birth	grey	grey	grey	orange	green	green	green	green
Education	Attainment HoH	green	green	green	green	yellow	yellow	yellow	yellow
	Attainment Carer/Wife	green	green	grey	green	yellow	yellow	yellow	yellow
	Attainment Main Earner	grey	green	green	green	yellow	yellow	yellow	yellow
	Attainment	grey	grey	grey	orange	green	green	green	green
	Enrolment	yellow	yellow	grey	green	green	green	green	green
	Progressed to Next Year	grey	green	grey	orange	orange	orange	orange	orange
	Reason Not Enrolled	yellow	yellow	grey	green	green	green	green	green
	Level of Enrolment	grey	grey	grey	green	green	green	green	green
	Previous Enrolment	grey	grey	grey	green	green	green	green	green
	Previous Reason Not Enrolled	grey	grey	grey	green	green	green	green	green
	Previous Level	grey	grey	grey	green	green	green	green	green
	Remote Learning Access	orange	orange	orange	orange	orange	orange	orange	green
	Reason no Access	orange	orange	orange	orange	orange	orange	orange	green
	Plan to Enrol Next Year	orange	orange	orange	orange	orange	orange	orange	green
	Reason Not Planning to Enrol Next Year	orange	orange	orange	orange	orange	orange	orange	green
	Years Out of School	grey	grey	grey	green	green	green	green	green
	Expenditure on Education (30 days)	green	green	green	green	green	green	green	green
	Expenditure on Education (1 yr)	grey	grey	grey	orange	orange	green	green	green
	Withdraw Child from School due to Lack of Food	green	grey	green	green	green	green	green	green
	Reduce Education Expenditure Due to lack of food	yellow	grey	green	green	green	green	green	green
	Education Assistance	green	yellow	yellow	green	orange	orange	orange	orange
Other	Child Labour	grey	grey	green	green	green	green	green	green
	Work during School Hours	grey	grey	green	green	green	green	green	green
	Sample Size	1422	1750	4105	4596	4966	4446	4769	4563

Source: Inter-Agency Coordination Lebanon et al. (2021); UNHCR et al. (2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020).

Note: Green (included); yellow (partially or unlikely); orange (not included).

Limitations

- The VASyR does not include refugees that are not in the UNHCR sampling frame, however it is unclear how many refugees fall outside this group.
- The survey only covers Lebanon which hosts just 15.4% of Syrian refugees, while the majority (65.4%) are in Turkey (3RP, 2021). However, it provides a clear picture of the access to education situation of those refugees in Lebanon.
- It only covers access to education, not other aspects of education such as learning and safety.

Box 5: **Migration and household surveys in Latin America**

A review of household surveys implemented in Latin America shows that out of 18 countries, 14 countries have a household survey with information on migrants. However, birthplace was asked as the primary identifier of migration status with at least four different variations of the same question. Questions on the place of residence in the previous five years as an identifier of migration status was also common in these surveys. However, few surveys had a sampling design that considered spatial coverage of migrants' residences. In 2017, 12 countries collected information on migrants through a survey, however, there are limitations to identifying migrants: 1) only six countries have household surveys that estimate the relationship of poverty and migration, and 2) statistically, it is not possible to disaggregate between migrants/non-migrants and rural/urban areas.

In Mexico, for example, the Institute of National Statistics (INEGI) has three different household surveys to identify migration and displaced persons (INEGI, 2021). Corresponding examples are provided below:

1) Regular surveys, which are continuously collected at a fixed time

- National Survey of the Demographic Dynamic [ENADID]: Designed to collect data on internal and international migration and refugees. There have been six waves of the survey since 1992.

2) Specialized surveys, which collect data on a particular occasion

- Intercensal Survey: Collected in 2005 and included questions on immigration and nationality.

3) Extra section/module, which is added to a regular survey

- Retrospective Demographics Survey: Designed as part of the National Income and Expenditure Household Survey (ENIGH). This survey includes questions regarding permanent and temporary migration. These surveys also have a question on education to estimate enrolment, grade, and level of education.

Demographic and Health Surveys (DHS)

DHS collects cross-country comparable data in eight phases of the surveys that have taken place since its inception in 1984. The programme has a standardized questionnaire with certain questions or sections that are optional.[51] The DHS has a module on education which complements

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51 Each country can decide at its own discretion to adapt the questions or add other questions. Also, questions in the model can be deleted if they are irrelevant to a particular country.

the modules on health and development. This survey collects data on the highest level of education attained for all household members.

Table 11: **DHS rounds in select refugee hosting countries**

Round	Year	Bangladesh	Colombia	DRC	Ethiopia	Iran	Jordan	Lebanon	Palestine	Pakistan	Sudan	Syria	Turkey	Uganda
DHS-I	1984-89										✓			✓
DHS-II	1989-93						✓			✓			✓	
DHS-III	1992-98	✓	✓										✓	✓
DHS-IV	1997-2003	✓	✓		✓								✓	✓
DHS-V	2003-08	✓	✓	✓						✓			✓	✓
DHS-VI	2008-13	✓	✓	✓	✓								✓	✓
DHS-VII	2013-18	✓	✓	✓	✓					✓			✓	✓
DHS-VIII	2018-23													

Source: Authors' compilation based on DHS (2021).

Indicators

The questions on migration are present in the design of the DHS survey and are very consistent with internal mobility information across rounds. DHS-VII asks respondents how long they have been living continuously in a current city, town or village; whether they lived in a city, town or in a rural area; and which state, region or providence they lived in.

A search of the DHS website yields 70 surveys across 40 different countries that ask questions on migration, most of these using DHS-III or above (see Appendix 8 for further breakdown). Some examples of questions asked include:

- The Afghanistan Mortality Survey (AMS) questionnaire for Afghanistan in 2010 asks respondents to state whether any of the members of the household have moved away and the main reason for doing so, with options for 1) work; 2) school; 3) family, and 4) security. It also asks questions about the highest level of education achieved but not about current attendance (Afghan Public Health Institute, Ministry of Public Health (APHI/MoPH) et al., 2010).
- The 2015 DHS for Colombia asks respondents to state whether any members of the household are residing outside of the country and the main reason the stated person(s) left the country, with options for 1) studying; 2) work; 3) exiled; 4) marriage, and 5) other.
- The women's questionnaire in DHS-VIII has two additional questions to identify the nationality of the respondents:
  - "Why did you move to this place?", which has the following response options : 1) Employment, 2) Education/Training, 3) Marriage Formation, 4) Family Reunification/Other Family-related reasons, 5) Forced Displacement, 6) Other (ICF, 2020).
  - "What country were you born in?"

Table 12: **Relevant variables in DHS by round**

Topic	Variable	DHS-I 1984-89	DHS-II 1989-93	DHS-III 1992-98	DHS-IV 1997-2003	DHS-V 2003-08	DHS-VI 2008-13	DHS-VII 2013-18	DHS-VIII 2018-23	Additions
Personal and Household Characteristics	Assets	green	green	green	green	green	green	green	green	grey
	# of members	green	green	green	green	green	green	green	green	grey
	Native Language	orange	orange	orange	orange	yellow	yellow	green	green	grey
	Ethnicity	green	green	green	green	green	green	green	green	grey
	Religion	green	green	green	green	green	green	green	green	grey
Migration	What country were you born in?	orange	orange	orange	orange	orange	orange	orange	green	grey
	How long have you been living continuously in __?	green	green	green	green	green	orange	green	green	grey
	In what month and year did you move here?	orange	orange	orange	orange	orange	orange	orange	green	grey
	Just before you moved here, which [PROVINCE/REGION/STATE] did you live in?	orange	orange	orange	orange	orange	orange	orange	green	grey
	Just before you moved here, did you live in a city, in a town, or in a rural area?	green	green	green	green	green	orange	green	green	grey
	Why did you move to this place?	orange	orange	orange	orange	orange	orange	orange	green	grey
	What is (NAME)'s nationality?*	orange	orange	orange	orange	orange	orange	orange	green	green
	Have any of the members of the household moved away? Why?**	orange	orange	orange	orange	orange	orange	orange	orange	green
	Are any members of the household residing outside of the country? What is the main reason for this?***	orange	orange	orange	orange	orange	orange	orange	orange	green
Education	Highest Level of Education	yellow	green	green	green	green	green	green	green	grey
	School attendance (current)	orange	yellow	yellow	green	green	green	green	green	grey
	School attendance (previous)	orange	orange	orange	green	green	orange	green	orange	grey
	Literacy	yellow	yellow	yellow	green	green	green	green	green	grey

*Jordan 2017-18, ** Afghanistan 2020, *** Colombia 2015

Source: DHS, 2020. Based on review of core questionnaires presented on the DHS website for each round.

Note: Grey (Not appliable or source could not be found); green (included); yellow (partially or unlikely); orange (not included).

Limitations

- Despite the production of generalizable data and extensive quality controls of the data, one of the limitations of DHS is its periodicity; surveys may be conducted every three to six years, which means that annual estimates are not available, constituting an issue for presenting timely statistics for refugees and other persons of concern (PoCs).
- Poor coverage of indicators linked to migration makes it difficult to identify refugees, at least before the latest round (DHS-VIII) which has included questions on the country of birth and nationality (potential to provide a reasonable proxy in some countries).
- No information on education beyond access. The removal of the question on school attendance in the previous year in the sixth round means that dropout and grade progression can no longer be estimated from the DHS.

4.1.5 Operational data: Assistance provided to refugees

Operational data provides another key, yet under-utilized, source of data on refugee education. Drawing on the guiding principles of the broader Humanitarian Operational Cycle, UNHCR's in-country operations are guided by the Refugee Operational Cycle, which ensures that refugees' needs (shelter, protection, education, health and water, sanitation and hygiene (WASH)) are identified and met through five key operational steps: Needs Assessment, Planning, Implementation, Monitoring, Reporting and Evaluation (Table 13). These operational steps are guided by critical data points and data sources (primary or secondary data) which are collected by implementing partners in order to coordinate and inform programme implementation and an effective refugee response for those in need.

Table 13: **UNHCR Operations Management Cycle**

UNHCR Operations Management Cycle					
Assessment	**Planning**	**Implementation**	**Monitoring**	**Reporting**	**Evaluation**
Initial assessment/Rapid assessment	Refugee Response Plan/ Joint Response Plan, including identification and updating of needs/priorities, response strategy(results/activities), resource plans	MoUs/Partnership agreements highlighting roles, responsibilities (for implementation)	Monitoring plan (including response/ impact/performance indicators, baselines/ targets (comprehensive, prioritised), priority objectives, outputs, including data sources, responsibilities)	Daily situation updates, Weekly/ monthly donor reports	Evaluations conducted by the Evaluation Commission or Inter-Agency Humanitarian Evaluation
Needs Assessment for Refugee Emergencies (NARE)- Education Sector checklist: involves secondary data analyses, primary data collection	Results Framework (key objectives, indicators, outputs)		Data dashboards		Evaluation project design, performance and results of operation
Assessment Registry			Household surveys (example: Uwezo in Uganda to assess learning outcomes in refugee settlements)		
3 Ws: who, what, where. 4 Ws: who, what, where, when. 5 Ws: who, what, when, where, for whom.					
Household surveys (Bangladesh) based on open street map shelter footprints and settlement boundaries (Source: GEC)			Facilities surveys (example: Cox's Bazaar, Bangladesh)		
Facilities surveys (temporary learning centres)					

(Left row-header spanning "Data Sources/ Tools")

Source: Authors' compilation

As part of the Needs Assessment and Planning phases, identification of People in Need (PIN) and development of the Refugee Response Plan through the initial collection of secondary rapid assessments within the first few days of an emergency is pertinent. Primary data collection, through household/facilities surveys or Needs Assessment in Refugee Emergencies (NARE) surveys (which has a separate module on education) also provide an overall assessment of the population in need, the extent of resource mobilization required and the scope of interventions to undertake.

Needs assessments form a critical backbone of programming in humanitarian contexts. Joint Multi-Sector Needs Assessments (J-MSNA) are conducted on a regular basis to inform programming and may include questions on access to education. For example, in Colombia rounds three and four of the 2020 COVID-19 J-MSNAs focused on displaced Venezuelans, included questions on access to education pre-crisis and access to remote learning during the crisis. However, rounds one and two did not include these questions (GIFMM, 2020a, 2020b, 2020c, 2020d; GIFMM and R4V, 2020; ISCG, 2020a; REACH et al., 2018; REACH & UNHCR, 2018). In Sudan (2020) and Uganda (2018) there was also a question on reasons for non-enrolment. While the relative frequency[52] of these assessments provides valuable information for tracking the current situation, the lack of consistency in education indicators, even on access, suggests that small modifications here could have important implications for education service delivery in refugee contexts.

In addition to multisector needs assessments, Joint Education Sectors Needs Assessments (JENA) or Multi-Cluster Initial Rapid Assessments (MIRA) are also conducted by Education Clusters in crisis contexts.[53] These provide useful information on the state of the education system and include a detailed secondary data review as part of the process. However, they generally do not target refugees, though they may include them as part of a commitment to 'joined up' coordination. In Sudan, for example, sampling for a planned needs assessment included IDPs, host communities and refugees. A JENA conducted in Syria in 2019 used a large-scale survey and was focused on out-of-school children and thus included indicators on barriers to access and causes of dropout (ACU et al., 2019).

Regular monitoring is also conducted as part of the programming cycle. Building on the Results frameworks developed in the planning phase, the monitoring plans establish response/impact/performance indicators, with clear baseline and target indicators to attain (see Box 6 for example on Refugee response in Cox's Bazar, Bangladesh). For instance, for Syrian refugees the information management package developed in 2020 by No Lost Generation (co-led by UNICEF and World Vision) provides a broad set of 36 education indicators that aim to strengthen coordination on data collection (No Lost Generation, 2020). In addition to this, auxiliary data sources, like household surveys, such as the Uwezo survey in Uganda to monitor learning outcomes in refugee settlements or the Facilities' surveys in Cox's Bazar to monitor quality of service provision, may be used to monitor progress on specific outcomes. Independent or third-party evaluations are also commissioned to assess the overall performance of the programme.

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52 For example, in Bangladesh there were at least five between 2018 and 2020, and in Colombia four were done just in 2020 (ISCG, 2018, 2019c, 2019a, 2019b, 2020b).
53 See (GEC, 2014) for an example of a JENA questionnaire in Ebola context.

Box 6: **Monitoring Refugee Response in Cox's Bazar Bangladesh**

The Cox's Bazar Education Sector (co-led by Save the Children and UNICEF), coordinates partners in the education response (the response is led by the Government of Bangladesh) to the Rohingya Refugee[54] crisis in Bangladesh (Dupuy et al., 2019), tracks refugee education programming and ensures needs are being met by collecting routine data on education needs, inputs and outcomes including:

- Monthly school level data covering enrolment (disaggregated by gender, age and disability), information on the community management committee (# of members, # of meetings), access to WASH (latrines, doors for boys and girls), # of teachers (disaggregated by gender), and training of teachers in real-time reporting platform.
- Monitoring Data: this has so far covered the safety and quality of school infrastructure but starting in 2021, it will also include classroom-based observations covering attendance, whether children are receiving school meals and on teacher practices, as well as COVID-19 awareness and practices (handwashing, physical distancing).
- Evaluations for learning achievement (Cox's Bazar Education Sector, 2021a).

Challenges and limitations:

- Measuring dropout has proven to be challenging as there are no standardized definitions internationally, and it is necessary to have all partners on board. The current definition is that teachers are expected to record three categories of absenteeism in the attendance registers (see below). However, despite this, dual enrolment and high levels of mobility means that enrolment numbers are not reliable, so it is not possible to estimate the gross enrolment ratio (GER) or net enrolment ratio (NER), even though data on age group (Less than 3, 4-5, 6-14, 15-18, 19-24) is available. Categories of absenteeism are:
  - Transfer to another learning facility. In that case, the child is no longer enrolled in the learning center. The change in enrolment data should be reflected in the monthly ongoing needs assessment.
  - Long-term/chronic absence: The child is not attending for more than four weeks. If the absence is not excusable the child should be considered to have dropped out, no longer enrolled, and the change should be reflected in the enrolment data collected monthly.
  - Irregular absence: The child has not attended for more than six days. This is not considered dropout.
- Some school types are not included in the monitoring such as Rohingya Education Network schools and madrasas (Olney et al., 2019). This poses yet another problem for reliable estimates of enrolment rates.
- The lack of reliability can lead to the data reported being output-focused[55], such as number of children reached, even when the education cluster programming is the only potential avenue for refugees (as in Bangladesh, 99% of refugees live in camps).

There are plans for individual level EMIS to overcome some of these challenges and to be able to track individual enrolment. However, challenges in implementation also exist as monthly tracking is extremely costly in such a scenario. However, less frequent reporting may also miss the movement of children, which is extremely high in these contexts.

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54 For Bangladesh, registered refugees are those that arrived prior to the 2017 influx and recognized by the government as refugees. Those that arrived after 2017 are considered by the government as Forcefully Displaced Myanmar Nationals (FDMN), they are not considered as refugees by the government. The education programme for these two groups differ to some extent. Since 1996, those recognized by the government as refugees from the registered camps were permitted to access non-formal education following the Myanmar curriculum. In 2007, the Government of Bangladesh authorized to introduce the formal Bangladeshi National Curriculum for refugee children from primary Grade I to V. Letters from the refugee cell of the Ministry of Disaster Management and Relief (MoDMR) respectively communicate permission to commence non-formal education of Grade VI and Grade VII to refugee children. Access was extended to secondary school up to grade VIII in 2016. Following the influx of August 2017, the government issued a directive through the Directorate of Primary Education (DPE) on education that only permits informal learning for new arrivals (arriving August 2017). The directive was to use English as the language of instruction; English, Mathematics, and life skills to be taught as subjects including Myanmar language. The use of Bangla language and curriculum was prohibited. This is true now for the new arrivals and not for the registered refugees that were already living in Bangladesh. The Myanmar Curriculum the government authorized in 2020 is for this group.

55 E.g. Cox's Bazar Education Sector (2021b) which shows that number of children reached and number of materials distributed are used as indicators in place of more common education indicators.

Access is a challenge with all these data sources. While reporting is relatively frequent, and centralized locations to access this data theoretically exist, in practice finding data on these platforms can prove challenging. Indeed, none of the platforms that act as repositories for these reports[56] appear to reliably contain all the reports and data that are collected in these contexts (with the possible exception of 3RP and R4V), meaning that vital information about the status of refugee education might be overlooked by some actors and stakeholders, especially at the global level. Furthermore, these reports are most often by country context and provide a timebound snapshot of the situation rather than showing evolution over time.

Box 7: **Links between education and non-education programming and refugee education data**

Non-education interventions – including cash-based assistance programmes, distribution of learning materials including provision of radios or tablets, and scholarship awards - can potentially constitute useful sources of data on refugee education.

UNHCR monitors cash assistance through its corporate Post-Distribution Monitoring (PDM) tool which directly surveys the use (expenditures) and distribution of cash among recipients and their overall situation vis-à-vis basic needs (UNHCR, 2020c). It is an operational tool designed specifically for cash-based assistance, and the data on mandatory indicators, which is available on global level, does not include education specific indicators. However, they do monitor the top five expenditures of beneficiary households – which may include education, along with other categories such as food, rent or hygiene items, amongst others. Information is updated on a regular basis, and there are currently 46 countries represented in PDM. According to the latest available data, 6.9% of beneficiary households have reported education as one of the top five expenditures made with received support. Comparatively, almost 91% of households report food as one of the top five expenditures made with received support. PDM also collects information on the coping mechanisms used by households. According to the latest available data from 46 countries, 15.1% of households using coping strategies have stopped a child from attending school as one of their coping strategies.

Despite its potential, using globally available PDM data to draw conclusions on refugee education – and particularly on access to education – is limited. Current data from the PDMs points to huge differences in sampling approaches, with most samples not being representative of refugee households in a given context. To draw conclusions on refugee education, PDMs need to be conducted with a specific purpose; for example, for cash for education projects, and with specific customized indicators included. Some of these evaluations - for example, in Rwanda - have used PDMs as a source of data, exploring the impact of cash-based interventions (CBI) on education outcomes. In Rwanda, an evaluation of CBI reported that in some settings, cash transfers have increased access to education, with an increase of education-related expenditure at the household level and higher school attendance (UNHCR, 2020b).

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56 E.g. The UN Office for the Coordination of Humanitarian Affairs (OCHA)'s humanitarian response pages: https://www.humanitarianresponse.info/en ; REACH Resource Centre: https://www.reachresourcecentre.info; ReliefWeb: https://reliefweb.int; The Humanitarian Data Exchange: https://data.humdata.org; 3RP: http://www.3rpsyriacrisis.org; R4V: https://r4v.info/es/situations/platform

4.2 Quality and Learning

Globally, 53% of children in low- and middle-income countries cannot read and understand a simple story by the end of primary school (World Bank, 2018). The World Bank's *2018 World Development Report,* highlights that this points to a serious learning crisis that will continue to be exacerbated by the COVID-19 pandemic and its aftermath (Azevedo et al., 2020), and that will affect the most marginalized and disadvantaged.[57] For refugee children, who are disproportionately concentrated in developing countries[58] and are less likely to be in schools or to have access to quality education - the percentage who are not reaching basic literacy and numeracy skills could be higher. Although there is a scarcity of literature and evidence on learning outcomes specific to refugees (INEE, 2020c), initial studies point to poor achievement amongst this population (Piper et al., 2019; Uwezo, 2018).[59]

It is crucial to continue efforts to collect data on the learning outcomes of refugees and to do so in a systematic way. Continuing efforts to measure access to education amongst refugees (UNHCR, 2019b, 2020a) is not enough to draw conclusions about literacy, numeracy and other skills in line with SDG target 4.6. Better data on learning outcomes, rather than measuring the quality of education only by looking at the quality of inputs (e.g. such as teacher pupil ratios), is critical for policymakers to be able to take evidence-based actions to improve learning. While there are many tools for gathering data on learning,[60] psychosocial well-being, and social and emotional learning, few are applied in the context of refugee education. Indeed, data on holistic learning (socioemotional and academic learning) are less available generally, and this certainly remains the case for refugee education.

INEE's assessment of tools and frameworks used in EiE contexts provides an excellent overarching resource on the challenges with measuring learning by level of education and country (INEE, 2020b). This section focuses specifically on refugee academic learning, as this is where there is the largest number of data sources (this means that psychosocial and emotional learning are not included here). It focuses on the possibility of identifying refugees in each of the tools reviewed to assess the current state of data availability on refugee learning within the broader context of existing learning assessments, and to suggest how these existing tools could be leveraged to improve this knowledge.

This section will focus on the main data sources that can be used in various contexts to assess learning outcomes among refugees. These are (for more details see Table 14):

1. International Learning Assessments
2. National Assessments
3. Household Surveys
4. UNRWA's CMF and EMIS.

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57 Global school closures affected nine out of 10 learners at the peak of the COVID-19 crisis (UNESCO, 2020c).

58 86% of refugees are hosted in developing countries (UNESCO & UNHCR, 2016). In addition, 2.9 million school aged refugee children are concentrated in just five countries, including Sudan and Uganda (UNHCR, 2019b).

59 In one of the first studies of its kind, assessing all the schools providing lower primary education to refugee children in Kakuma refugee camp in Kenya, Piper et al. (2019) found that the outcomes for these students were concerningly low, even lower than for those of disadvantaged children in the host community of Turkana County. On a more positive note, in Uganda, Uwezo (2018) found that in the four districts of the country with the largest numbers of refugees in 2016, refugee pupils were just as or even more likely to be learning in school as Ugandan pupils.

60 See for example INEE's Measurement Library: https://inee.org/measurement-library and (INEE, 2020c)

Table 14: **Overview of Learning Data Sources**

Data Sources	Overview	Indicators	Coverage	Limitations
International Learning Assessments	Cross country examinations that test student learning at various levels of education to draw cross-country and within country comparisons.	Higher order learning on various subjects but generally mathematics, science, and reading comprehension.	Country coverage is optimal, but identification of refugees from survey questions is very difficult.	Infrequent. Refugees only covered if included in national education systems and disaggregation rarely possible.
National Examinations	Conducted at different levels of education and are often high stakes examinations which determine whether the child can progress to the next level of education or transition to a specific school.	Learning as measured on a variety of subject at set grades.	Depends on inclusion. All those attending national schools in theory can sit these exams though refugees are often excluded in various ways.	Often poor coverage of refugees, and difficulties in identifying refugees. Give student learning at only a fixed point.
Household Surveys (Young Lives, MICS, ASER, UWEZO)	Various sample surveys that ask a series of questions to households.	Foundational Learning such as literacy and numeracy.	Poor unless specifically targeted at refugee populations. Only one such case (Uganda).	Sample frames used may not cover refugees. Not applied in refugee contexts frequently.
UNRWA CMF/ EIE/EMIS	Common Monitoring Framework (CMF) is the common set of education indicators that all offices report against. Complemented by Agency-wide Education Management Information System (EMIS).	Learning in Arabic and Mathematics.	High for Palestine refugees. Does not cover other types of refugees.	No coverage of non-Palestine refugees or Palestine refugees in government schools. Does not cover subjects outside Arabic and Mathematics.

Source: Authors' compilation

4.2.1 International Learning Assessments (ILAs) and Instruments for assessing learning

The [Global Alliance to Monitor Learning](#) has developed a dashboard which provides information on the international sources of data on learning outcomes to monitor SDG4 indicators, including international learning assessments (ILAs) (GAML, 2017). This provides an overview of how each of the learning assessments (either school-based or household-based[61] assessments) can contribute to the monitoring of specific SDG4 assessment related indicators and how the latter can be disaggregated by individual profiles (e.g. age, sex, language spoken at home, location, wealth, disability, immigrant status). The dashboard also shows that globally, most countries have participated in at least one out of the 20 ILAs[62] reviewed. It further highlights how some ILAs not only ask about learning, but also about teacher training and school environment (the latter is presented in Table 16, Table 15 and discussed in section 4.3). For instance, 10 of the 20 reviewed assessments can provide information on teacher training or qualifications[63].

As part of this review, 19[64] international learning assessments[65] and instruments for assessing learning used across countries were reviewed for the 13 top refugee hosting countries. Findings show that, except for Sudan, all countries have at least one assessment that has taken place in each of the refugee hosting countries (See Table 15), with Colombia (nine), Jordan (seven), and Turkey (six) having the highest participation in the international learning assessments.

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61 Importantly, these assessments are implemented in different ways. For example, a few of the included assessments are conducted in schools (EGRA, EGMA, ICCS, ICILS, PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMMS), and others, (EAP ECD Scale, IDELA, MELQO) are conducted in households (GAML, 2017).

62 Early Grade Reading Assessment (EGRA), Programme for the Analysis of Confemen Education Systems (PASEC), Pacific Islands Literacy and Numeracy Assessment (PILNA), PISA, Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), Third Regional Comparative and Explanatory Study (TERCE), Trends in International Mathematics and Science Study (TIMSS), PAL (People's Action for Learning) network, Early Development Instrument (EDI), Progress in International Reading Literacy Study (PIRLS), East Asia Pacific Early Child Development Scales (EAP-ECDS), Early Human Capability Index (eHCI), International Development and Early Learning Assessment (IDELA), MELQO, MICS, Regional Project on Child Development Indicators (PRIDI), Young Lives, Skills Towards Employability and Productivity (STEP), International Civic and Citizenship Education Study (ICCS), International Computer and Information Literacy Study (ICILS) and Teaching and Learning international Survey (TALIS).

63 EGRA, EGMA, ICCS, ICILS, PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMMS.

64 There are also limitations on how specific household-based assessments have been traditionally used. For example, IDELA is not nationally representative in most cases as it is more often used for programme evaluation. While, some of these evaluations are focused on refugee populations and could provide valuable insights, they are not nationally representative (Save the Children, 2021).

65 We dropped the Programme for the International Assessment of Adult Competencies from the review as it is focused on adult populations and the focus of this review is on those aged 18 and under.

Table 15: **International Learning Assessments, by Country**

	Bangladesh	Colombia	DRC	Ethiopia	Iran	Jordan	Lebanon	Palestine	Pakistan	Sudan	Syria	Turkey	Uganda
Early Grade Reading Assessment (EGRA)	orange	orange	green	orange	orange	green	orange	green	orange	orange	orange	orange	green
Early Grade Mathematics Assessment (EGMA)	orange	orange	green	orange	orange	green	orange	green	orange	orange	orange	orange	green
Programme for the Analysis of Confemen Education Systems (PASEC)	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
Pacific Islands Literacy and Numeracy Assessment (PILNA)	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
Programme for International Student Assessment (PISA)	orange	green	orange	orange	green	green	green	orange	orange	orange	orange	green	orange
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	green
Third Regional Comparative and Explanatory Study (TERCE)	orange	green	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
Trends in International Mathematics and Science Study (TIMSS)	orange	green	orange	orange	green	green	green	green	green	orange	orange	green	orange
TIMMS Advanced	orange	green	orange	orange	green	green	green	orange	orange	orange	orange	green	green
Early Development Instrument (EDI)	orange	orange	orange	orange	orange	green	orange	orange	green	orange	orange	orange	orange
Progress in International Reading Literacy Study (PIRLS)	orange	green	orange	orange	green	green	orange	orange	orange	orange	orange	green	orange
East Asia Pacific Early Child Development Scales (EAP-ECDS)	green	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	green
Early Human Capability Index (eHCI)	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
International Development and Early Learning Assessment (IDELA)	green	green	orange	green	green	green	green	green	green	orange	green	green	green
Measuring Early Learning Quality and Outcomes (MELQO)	orange	green	orange	green	orange	orange	orange	green	yellow	orange	orange	orange	green
Regional Project on Child Development Indicators (PRIDI)	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
STEP Skills Measurement Surveys	orange	green	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
International Civic and Citizenship Education Study (ICCS)	orange	green	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange

Sources: See Appendix 5.

Note: Grey (Not appliable or source could not be found); green (included); yellow (partially or unlikely); orange (not included).

Indicators

The Global Alliance to Monitor Learning dashboard looks at two variables of disaggregation that may help to identify refugees: migration status and language spoken at home. It shows that of these 20 assessments, 18 (10 school-based assessments and eight household-based assessments) collect information on "spoken language at home" and seven (six school-based assessments and one household-based assessment) ask about "immigrant status" (GAML, 2017). However, these variables are loosely defined in the assessment. For example, for the language spoken at home, questions on mother tongue, language spoken at home by the child, and questions such as "do you speak English outside school?" are lumped together. Further, as the review was not focused on refugee or migrant education, the disaggregation for immigration status is focused on country of birth, where there may be many more indicators that might be used for identification of immigration status. As a result, a more nuanced picture is needed to determine how these questions are phrased and if they could be used to determine refugee status.

Building on this, an in-depth review of the migration indicators collected by 19 international learning assessments and instruments (see Table 16) in the 13 top refugee hosting countries was conducted for this paper. It found that the most commonly used indicator is on language spoken at home (nine assessments or 47% of cases fully and another four or 21% partially included this indicator), followed by an indicator on native language covered in four assessments. Country of birth is only asked fully in three assessments (PISA, ICCS, and ICILS where respondents are asked in which country they and their parents were born and how old they were when they arrived in [the country] (GAML, 2017)), but four others ask if respondents (and their parents) were born in the host country. Nationality is not collected in any assessment, and acculturation (meaning participation in the host country culture) is collected only in PISA. This suggests that assessments have very limited capacity to provide any insight into refugee learning outcomes (unless *prima facie* recognition is given to certain linguistic or national groups[66]), even in countries where the assessments might cover refugees that are included in the school system (e.g. Jordan, Lebanon, Uganda).

Other disaggregation may also sometimes prove valuable. Research conducted by the World Bank using TIMMS and PISA data for Jordan, the West Bank and Gaza, use school type to identify differences between refugees and host community populations in learning. In this specific case, disaggregation by school type (between public and UNRWA-run schools) provides a reasonable proxy for refugee status, with students in UNRWA schools consistently outperforming those in government schools, even when other factors are controlled for (Abdul-Hamid et al., 2016). This shows that while disaggregation by school type may not be helpful in all contexts, it may act as a useful proxy in some cases.

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66 However, even then it may be hard to distinguish between those that arrived recently and those that have been there since before prima facie refugee status was granted. Age of arrival, which could be helpful in distinguishing this, is only collected in four assessments.

Table 16: **Indicators covered in International Learning Assessments**

	Grade/Age	Competencies	Personal and Household Characteristics						Migration								Safety	
			Assets	Parental Educational Attainment	Native Language	Language Spoken at Home	Ethnicity	Religion	Country of Birth (Child)	Country of Birth (Parents)	Age of Arrival	Integration	Previous residence	Why did you move to this place?	Nationality	Acculturation	Peer Violence	Teacher Practices (re: bullying, abuse)
Early Grade Reading Assessment (EGRA)	Grade 1 & 3	Reading																
Early Grade Mathematics Assessment (EGMA)	Grade 1 & 3	Numeracy																
Programme for the Analysis of Confemen Education Systems (PASEC)	Grade 2 & 6	Reading, Math																
Pacific Islands Literacy and Numeracy Assessment (PILNA)	Year 4 & 6	Literacy, Numeracy																
PISA	Age 15	Reading, Math, Science																
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)	Grade 6	Reading, Math																
Third Regional Comparative and Explanatory Study (TERCE)	Grade 3 & 6	Math, Science, Reading																
Trends in International Mathematics and Science Study (TIMSS)	Grade 4 & 8	Math, Science																
TIMMS Advanced	Final Year of Secondary																	
Early Development Instrument (EDI)	Kindergarten	Language and Cognitive Skills, Social and Emotional Development																
Progress in International Reading Literacy Study (PIRLS)	Grade 4	Reading, Literacy																

	Grade/Age	Competencies	Personal and Household Characteristics						Migration								Safety	
			Assets	Parental Educational Attainment	Native Language	Language Spoken at Home	Ethnicity	Religion	Country of Birth (Child)	Country of Birth (Parents)	Age of Arrival	Integration	Previous residence	Why did you move to this place?	Nationality	Acculturation	Peer Violence	Teacher Practices (re: bullying, abuse)
East Asia Pacific Early Child Development Scales (EAP-ECDS)	Age 3-5	Cognitive Development, Approaches to Learning, Literacy, Motor development, socioemotional development, cultural knowledge and participation; health, hygiene and safety	green	green	green	orange	green	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
Early Human Capability Index (eHCI)	Age 3-5	Verbal Communication, Approaches to Learning, Numeracy, Literacy, Social and Emotional Development	orange	green	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
International Development and Early Learning Assessment (IDELA)	Age 3.5 -6	Motor Development, Emergent Literacy/ Numeracy, Social-Emotional Development	grey	grey	grey	green	grey	grey	grey	grey	grey	grey	grey	grey	grey	grey	grey	grey
Measuring Early Learning Quality and Outcomes (MELQO)	Age 4-6	Literacy, Math, Executive function, social-emotional development	green	green	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
Regional Project on Child Development Indicators (PRIDI)	Age: 2-5	Cognition, Language and Communication, Socioemotional, Motor	green	green	orange	green	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	green
STEP Skills Measurement Surveys	Age 15-64	Literacy	green	green	green	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
International Civic and Citizenship Education Study (ICCS)	Grade 8	Civic and Citizenship Education	grey	grey	grey	green	grey	grey	green	green	grey	grey	grey	grey	grey	grey	grey	grey
International Computer and Information Literacy Study (ICILS)	Grade 8	Computer and information literacy, computational thinking	orange	green	orange	yellow	yellow	orange	green	green	orange	orange	orange	orange	orange	orange	orange	orange

Sources: See Appendix 5.

Note: Grey (Not appliable or source could not be found); green (included); yellow (partially or unlikely); orange (not included).

Limitations

- An important limitation of these ILAs in their coverage of refugees is that many of them are school-based and inclusion varies substantially by country. Unless refugees are explicitly targeted they may not be covered in these assessments. In addition to this:

  - There is poor capacity to identify refugees in most of these assessments, even where migrants may be identified, unless they are *prima facie* refugees.

- ILAs occur infrequently in most cases (e.g. PISA every three years since 2000). Further, some countries only participate in one round of the assessments, whereas others participate regularly (e.g. Jordan and Turkey in TIMMS) so it may or may not be possible to track progress over time in these situations. Household surveys such as ASER and UWEZO (see discussion in section 4.2.3), or national learning assessments may help solve this as they tend to occur annually (see next section).

- The different ILAs are not strictly comparable in most cases, without some process of harmonization (Patel & Sandefur, 2020; Sandefur, 2018) for three reasons. First, the questions are phrased differently.. Second, these learning assessments target different age groups and test different levels of learning. For instance, PILNA tests foundational reading and numeracy skills, whereas PISA tests 15-year-olds in higher level maths, science and reading. Further, six of these assessments are designed to test children at the pre-primary level and focus on different skill sets altogether (though they may be comparable to each other). Finally, the samples may differ as the household-based assessments could cover out-of-school children as well, whereas school-based assessments can only cover those enrolled in schools.

4.2.2 National Examinations and Learning Assessments

Each of the 13 largest refugee hosting countries have some form of national learning assessment, and this is true for most countries globally. These assessments happen at different levels of education and are often high stakes examinations which determine whether the child can progress to the next level of education or transition to a specific school. They usually cover all students of a given grade within the education system, though there are some less regularly administered assessments used to diagnose the state of the education system that have lower coverage. As a result, national examinations could be used to ascertain refugee learning in any given context, especially in protracted settings, and could prove a valuable tool for policymakers. However, to some extent, the coverage of refugees in national learning assessments is likely to depend on the state of refugee inclusion and sampling process as these assessments are based on sample schools and students. Refugees will have poorer coverage in countries where inclusion is low, and higher coverage where inclusion is high (though not necessarily). A few examples of the different approaches to inclusion and consequences for national examinations as a potential source of data on refugee learning are presented below.

Full Inclusion: Since 2014, all refugees in Chad have access to host country national exams at the end of the primary cycle (Brevet d´Etude Fondamentale, BEF) and at the end of secondary (Baccalaureate). Further, to facilitate refugees' access to exams, the Government of Chad has even created four Baccalaureate examination centres and nine BEF centres either in or near the refugee camps. This has resulted in 4,498 lower secondary refugee students obtaining their BEF and 2,010 upper secondary refugee students their Baccalaureate. This has shown to be a good source of information regarding refugee learning, with refugees generally obtaining success rates above or close to national rates (UNHCR, 2020d).

Partial Inclusion: Some countries (e.g. Tanzania) do not allow refugee learners to sit the host country national assessment but do arrange for them to sit home country exams. Others have

structural barriers in place that may prevent refugee students from sitting exams or accessing their results. For example, in Colombia, migrant students without valid identification documents can sit the secondary education graduation and tertiary education entry examination (Saber 11). However, they cannot obtain their results without valid documentation in Colombia. While this could be an avenue to identify the specific needs of refugees taking their exams by protection status, it is not without significant problems. The majority[67] of Venezuelans in Colombia do not have regular immigration status and identification documents, which acts as a barrier to entry into tertiary education. Many students cannot access their results or receive their secondary school certificate, and as a result, they cannot enrol in tertiary education (Montoya et al., 2020). On a positive note, the recent introduction of Temporary Protection Status (TPS), which has effectively granted protective legal status for Venezuelans residing in the country for a period of 10 years, could have a positive impact and contribute to lifting this barrier to higher education.

Exclusion: Bangladesh does not allow refugees in the national formal education system; therefore, no refugee can sit national exams. This means that national examinations are not a useful source of data in this particular context.

Limitations

- National examinations are usually conducted at the end of the education cycle (primary, lower secondary, upper secondary), which limits its ability to track progress on learning through new crises, where refugee children may not yet be enrolled in national schools, nor as a tool for to bring about quick changes in programming.
- Identification of refugees, even in contexts where they are included in national examination, can be a challenge. However, examples like Chad show that it is a feasible avenue.
- National examinations are not strictly comparable across countries as they may assess different subject areas and target different grades.

4.2.3 Household Surveys

Among the most recent national household surveys reviewed and discussed in section 4.1.1, none covered learning outcomes (See section 4.1.4 and Appendix 7 for more). Thus, in order to show how these outcomes could be addressed by household surveys, this section highlights some international household surveys that have elements of measuring learning outcomes. Table 17 provides an overview of the country coverage of the household surveys discussed here, while Table 18 provides an overview of the indicators for each of the household surveys included in the review. Further details on each of the household surveys will be discussed in the following sections.

Table 17: **Household Survey Learning Assessments by Country**

	Bangladesh	Colombia	DRC	Ethiopia	Iran	Jordan	Lebanon	Palestine	Pakistan	Sudan	Syria	Turkey	Uganda
ASER and UWEZO													
MICS													
Young Lives													

Source: ASER Centre, 2019; UNICEF, 2021c, 2021d; UWEZO, 2019; Young Lives, 2016.

Note: Grey (Not appliable or source could not be found); green (included); yellow (partially or unlikely); orange (not included).

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67 As of December 2020, "70.8% of people in Venezuelan refugee and migrant households interviewed, do not have a Special Stay Permit (Permiso Especial de Permanencia, PEP by its Spanish acronym), a valid Border Mobility Card (Tarjeta de Movilidad Fronteriza - TMF by its

Spanish acronym), a foreigner's identity card, a letter of safeguard for asylum seekers or refugee status" (GIFMM and R4V, 2020, p. 4) This suggests that many students may have their path to higher education blocked by this legislation.

All household surveys discussed in the following sections, have two main limitations:

1. They can only capture the situation of refugees and migrants if it occurs during the onset of a crisis or if the crisis is ongoing at the launch of the assessment, and if camps and refugees are included in the sampling frame of the survey. Often household surveys use the last census as the sampling frame so if that does not cover refugee populations, refugees cannot be well covered. Further, even if they are included, these is a need for oversampling to ensure sufficient subsample size.
2. They only capture foundational learning and do not test higher order skills or other factors that make up a holistic approach to learning (INEE, 2020c).

Table 18: **Learning Indicators covered in International Household Survey**

		ASER	UWEZO	MICS6	Young Lives
	Age	5-16		5-17	Longitudinal
	Competencies	Foundational Reading and Numeracy		Foundational Reading and Numeracy	PPVT, Reading, Math
	Sample Frame	Census	Census	Census	Sentinel Sites (non-representative)
Personal and Household Characteristics	**Expenditure**	orange	orange	orange	green
	Assets	green	green	green	green
	Disability	orange	green	green	green
	Ethnicity	orange	orange	green	green
	Religion	orange	orange	green	green
	Native Language	orange	orange	green	orange
	Language Spoken at Home	yellow	yellow	green	orange
Migration	**Country of Birth**	orange	orange	orange	orange
	Length of Current Residence	orange	orange	green	green
	Previous residence	orange	orange	green	green
	Length of Previous Residence	orange	orange	orange	green
	Migration Preference	orange	orange	orange	green
	Nationality	orange	orange	orange	orange
	Immigration Status	orange	orange	orange	orange
Education	**Parental Educational Attainment**	green	green	green	green
	Parental Involvement in Education	orange	yellow	green	orange
	Subjective Well-being	orange	orange	orange	green
	Difficulty Getting to School	orange	orange	orange	green
	Peer Violence	orange	orange	orange	yellow
	Teacher Practices (re: bullying, abuse)	orange	orange	orange	green

Source: ASER Centre, 2019; UNICEF, 2021c, 2021d; UWEZO, 2019; Young Lives, 2016.

Note: Grey (Not appliable or source could not be found); green (included); yellow (partially or unlikely); orange (not included).

Young Lives

Young Lives, which started in 2002, is a 20-year international longitudinal study of childhood poverty covering 12,000 children and young people, which runs in Ethiopia, India (in the states of Andhra Pradesh and Telangana), Peru and Viet Nam. It is coordinated by the Department of International Development at the University of Oxford who work with local partners in each of the countries who participate in the study (Young Lives, 2015).

Indicators

It collects data on a broader set of indicators than other surveys (see Table 18) including subjective well-being. However, while the tests are more comprehensive than the previous two household surveys (MICS, ASER/UWEZO) in that they cover social and emotional well-being, they still do not test higher order learning in the way international learning assessments do. There is also good potential for disaggregation on various characteristics, such as socioeconomic status, disability, and parental education.

Limitations

- Of all countries covered by the Young Lives survey, only Ethiopia is included among the top 13 refugee hosting countries. However, the study is also present in three other countries, two of which hosted 229,367 refugees (India) and 332,331 displaced Venezuelans, plus another 500,649 asylum seekers (Peru).
- It is hard to identify refugees from the current survey questions. Unless refugees have distinct religious or ethnic backgrounds from the host country population and have *prima facie* recognition, it is not possible to identify them.
- Sample is not nationally representative, and it is unclear if any refugee populations are covered in the sample in any of the countries.

MICS

For country coverage, overview, access and limitations please see section 4.1.4 and Table 8.

Indicators

In addition to all the indicators mentioned in section 4.1, MICS 6 also has a 20-minute foundational learning module to measure minimum proficiency levels in reading and mathematics (UNICEF, 2019), which contributes to providing data for SDG indicator 4.1.1 *Proportion of children in grades 2/3 achieving at least a minimum proficiency level in reading and mathematics, by sex*. This module is not available in earlier versions of the MICS and will provide insight on whether basic learning is taking place in many countries.

This learning module is asked of children between the ages of 5-17 and is focused on foundational learning such as:

- reading the following: "John is a boy. Anne is a girl. John has 2 eggs. Anne has 3 eggs.", as well as other reading tests;
- Doing basic numeracy operations such as addition and pattern recognition (UNICEF, 2021d).

ASER and UWEZO: Citizen-led assessments

The Annual Status of Education Report (ASER) survey[68] is a large annual household survey available for both India (only rural areas) and Pakistan. UWEZO is a large-scale nationally representative household survey in operation since 2009 to assess literacy and numeracy competencies of school-aged children (in Kenya and Uganda). UWEZO produces three national annual reports (Uwezo, 2016).

Indicators

ASER surveys children aged 3 to 16 to capture household and child characteristics, as well as information about their enrolment status (including the school type, e.g. private or government) and learning levels, measured through the ASER tests, in reading and mathematics (for children aged 5 to16) (ASER Centre, 2019). It doesn't ask about language or have any other variables that would suggest migration status, though this would be valuable, especially in the context of Pakistan.

UWEZO Kenya and Uganda asks about the main language spoken at home, however, no other indicators on refugee status are present in the majority of UWEZO surveys. In the case of Uganda, where English and Swahili are the main languages with 43 other languages co-existing in the country, which may be different from the 60 or so languages spoken in South Sudan, the language spoken at home may prove helpful in identifying refugees from South Sudan who have *prima facie* recognition (as was once the case for those from the DRC) (Ryan & Aero, 2018; UNHCR, 2011b). However, it may be less useful in other cases, nor is it a sure way for identification given that there is some overlap in languages spoken between the countries.

The UWEZO tool, used to survey refugee learners in Uganda in 2017 (Piper et al., 2019), covered 2,184 households and assessed 4,156 children between the ages of 6-16 in both refugee settlements and host communities. This survey adapted the previously reviewed UWEZO questionnaire (in Table 18 with two additional questions on the nationality of refugee households, and when they had settled in Uganda (month and year). This shows how the tool can easily be adapted to work in refugee contexts.

Limitations

- In India, ASER is run in rural areas only, and is therefore not representative of the entire population.
- Poor identification of refugees overall due to few or no migration related questions (see Table 16). Further, there has been only one identified instance where refugee populations have been explicitly targeted (UWEZO in Uganda in 2017).
- Only tests foundational learning and not suitable for higher level skills.

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68 Pratham is an NGO working in education in India and founder of the ASER survey, which was established as an autonomous unit within the Pratham network in 2008 (Pratham, 2020). The network now has affiliates in several countries including Pakistan, Kenya, Tanzania, Senegal and Uganda.

4.2.4 UNRWA's Common Monitoring Framework, Education in Emergencies Indicator Databank, and Education Management Information System (EMIS)

Indicators

To provide data for the CMF a range of measurement tools are used including the Perception Survey, Monitoring of Learning Achievement tests and Classroom Observation Study. There is also a Quality Assurance system in place that helps it to assess teaching and learning practices at school level. Indicators on learning outcomes relating to the Agency-wide Monitoring of Learning Achievement (MLA) are the proportion of children achieving at or above their grade level in Arabic and Maths, gaps in student performance in Arabic and Maths, as well as average student achievement in Higher Order Thinking Skills.

Other measures relating to socioeconomic status of children, parental education and disability are also available, which ensures that learning outcomes can be approached from an equity perspective as well (See Appendix 3 for a more detailed overview of indicators and which systems they are covered under).

Limitations

- Learning Assessments, Classroom Observation, and Perception Survey are only collected every three years meaning that tracking annual progress is not possible. However, the inclusion of Higher Order Thinking Skills in Arabic and Maths measure more holistic learning approach.
- Other limitations are those mentioned in section 4.1.1 including that these instruments only cover refugees within UNRWA schools and under UNRWA's mandate, thus making results representative for Palestine refugees in a given context but not all refugees.

4.3 School Environment, Child Protection and Safety

A positive and safe school environment is closely connected to children's experience of school and learning. Children who are victims of school-related violence, understood as violence in and around schools encompassing a wide range of actions including physical, emotional/psychological and sexual violence (UNESCO, 2017), are negatively affected in their academic performance. There is consistent evidence on the effects of bullying in both high (Abramovay & Rua, 2005; Eriksen et al., 2014; Holt et al., 2007; Mullis et al., 2012; Nakamoto & Schwartz, 2010) and low-and-middle income contexts (Chávez, Benitez, et al., 2021; M. A. Delprato et al., 2017; Pells, Ogando, et al., 2016; Román & Murillo, 2011), with the evidence also finding that children who are perceived by their peers as diverging from the norm, for example in appearance, socioeconomic status (Elgar et al., 2009), school performance (Thornberg, 2011) and nationality (Alsharabti & Lahoud, 2016), having a higher likelihood of victimization. This makes refugee children a particularly vulnerable group; though the available data on school environments for refugees is limited largely to small sample studies that document xenophobia and discrimination of migrant and refugee students by both students and teachers (Cate & Glock, 2018), often in high income contexts (D'hondt et al., 2016; Liebkind et al., 2004).

Another important aspect of school safety is the absence of attacks against schools. While there is some discussion around the definition of attacks on education, attacks on schooling can be, at a minimum, defined as the "intentional threat or use of force -carried out for political, military, ideological, sectarian, ethnic, religious, or criminal reasons -against students, educators, and

education institutions (GCPEA, 2021)". The Global Coalition to Protect Education from Attack (GCPEA) compiles statistics on this (feeding into the monitoring of SDG indicator 4.a.3) on an annual basis and further data is available from education clusters in some settings (e.g. Save the Children maintains a database in Palestine on violations and attacks on schools (Pinna, 2020)). However, there is no defined mechanism for collecting this data across contexts, and traditional tools do a poor job of capturing this. GCPEA data for 2018 shows that one out of the top 13 refugee hosting countries were affected by at least some form of attacks against education, with no data for Jordan or Palestine. Of these 11, the Democratic Republic of the Congo, Sudan, Syria and Turkey were most affected (GCPEA, 2018). What is not clear from these statistics is the extent to which this has impacted refugee education, so further data collection is needed in this regard. As this is the most comprehensive dataset on attacks on education, the rest of this section will focus on violence within schools.

This section will focus on the main data sources that can be used in various contexts to understand school environments and safety with reference to refugees. These are:

1. EMIS
2. Household Surveys
3. School-based Surveys
4. UNRWA's CMF and EMIS.

Table 19: **Overview of School Environment, Safety and Child Protection Data Sources**

Data Sources	Overview	Indicators	Coverage	Limitations
EMIS	EMIS provides the operational system and process to collect, aggregate, analyse and report education data at all levels of service delivery.	-School infrastructure	Depends on inclusion context	Does not capture peer violence or corporal punishment.
Household Surveys (None)	Sample based surveys that ask a series of questions to households.	-Violence perpetrated by teachers or peers	Poor	No household surveys on this were found.
School-based Surveys (HBSC, GSGS, TERCE, TIMSS and PISA)	Surveys that ask children in schools about school experiences (e.g. health and safety) and generally also include a school observation questionnaire.	Varied but include: -Bullying victimization -Community safety	Poor. While some of the top 13 refugee countries are covered, identification of refugees is rarely possible.	Cannot disaggregate by refugee status and are infrequent.
UNRWA CMF/EIE Bank of Indicators/ EMIS	Common Monitoring Framework (CMF) is the common set of education indicators that all offices report against. Complemented by Agency-wide Education Management Information System (EMIS).	Peer and teacher violence, but also e.g.: -Number of school days lost due to an emergency -The number of education staff trained on education in emergencies topics -% of UNRWA schools/ learning spaces which have conducted at least one evacuation drill with students	High for Palestine refugees. Does not cover other types of refugees.	Covers only students in UNRWA-run schools.

Source: Authors' compilation

4.3.1 EMIS

Indicators

EMIS can provide basic information on school resources and information on teachers. Indicators of interest may include data on school environment and access to school infrastructure including:

- **hygiene, water and sanitation**: number of toilets for boys and girls, whether there is running water, source of drinking water, whether there is a canteen, whether there is open water nearby, solid waste disposal facilities, handwashing facilities.
- **safety:** whether the school is fenced or has a border wall, state of classrooms and buildings, level of teacher training.
- **health / nutrition:** school meals.

While care must be taken not to over-emphasize an input-based approach, these indicators can give a sense of the school environment and the levels of safety within schools. Most EMIS do not go beyond this input-based approach to measure individual level safety outcomes of any sort, including peer violence and corporal punishment.

Limitations

The limitations highlighted in earlier sections, also apply here, namely that:
- Some of the schools attended by refugees are not yet included in the national education system.
- These sources are unlikely to capture the number of refugees enrolled in school because data on migration background or refugee status of students is rarely collected.
- Context determines how aware schools are of the refugee status of students.

Aside from the limitations already highlighted in earlier sections, the instruments used in EMIS are not designed to capture violence in and around schools as they do not ask about the individual experience of students. Without this, it is not possible to estimate whether, to what extent and how often children in schools experience violence. Questions around school infrastructure, however, do provide insights as to the extent to which the environment is safe and the extent to which schools might be prepared for emergencies, conflict and natural disasters. However, they also have their limitations as they rarely capture the quality of infrastructure in a meaningful way and self-reporting, lack of accountability and poor regulatory enforcement may lead to some degree of misreporting.

4.3.2 Household Surveys

Some surveys such as the International Survey of Children's Well-Being (ISCWeB)(Children's Worlds, 2021) ask questions around peer violence, and some other household surveys such as Young Lives ask about violence perpetrated by teachers. However, this constitutes a very small number of surveys. Further, most are limited in data on migration or refugee status as indicated in earlier sections. To our knowledge, there are no household surveys focused on refugees that have questions on school safety relating to peer violence and corporal punishment. A few surveys did ask about parental perceptions around the school environment and transport to school, however, household surveys are limited in their ability to capture meaningful data on school infrastructure (see Table 3).

4.3.3 School-based surveys

School-based surveys can constitute useful sources of data to monitor/understand school environment and safety of learners. School-based surveys are administered in schools, typically to students in a particular grade or grade(s) and can have a variety of purposes, including the assessment of learning. Rarely do school-based surveys measure or monitor school environment and safety exclusively.

School-based surveys that are implemented across several countries and contain items capturing school environment and safety are Health Behaviour in School-aged Children (HBSC) and Global School-based Student Health Surveys (GSHS), as well as TERCE, TIMSS and PISA, which are discussed previously in this paper in the section on learning. In addition, extensive efforts have been made to collect data on the prevalence of bullying victimization – and in more limited instances - on perpetration and bystander behaviour through school-based surveys, but these findings have been applicable only to specific countries or states within countries. These efforts have largely taken place in high-income settings and have typically focused on identifying associations between victimization and learning outcomes (Abramovay & Rua, 2005; Eriksen et al., 2014; Holt et al., 2007; Mullis et al., 2012; Nakamoto & Schwartz, 2010). Recent efforts to measure prevalence of bullying victimization and its association to learning outcomes in low- to middle-income country (LMIC) settings have also been documented (Chávez, Cebotari, et al., 2021; M. Delprato et al., 2017; Pells, Ogando Portela, et al., 2016).

A review of six large international school-based surveys shows that out of the 13 largest refugee hosting countries in 2020, only the DRC and Ethiopia have not had at least one of these surveys conducted. HBSC does not cover any of the countries, while GSHS covers nine of the countries, TIMMS covers five, PISA four, and PIRLS three countries (see Table 20).

Table 20: **School-based Survey Country Overview**

	Bangladesh	Colombia	DRC	Ethiopia	Iran	Jordan	Lebanon	Palestine	Pakistan	Sudan	Syria	Turkey	Uganda
Health Behaviour in School-aged Children (HBSC)	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
Global School-based Student Health Surveys (GSHS)	green	green	orange	orange	green	green	green	green	green	green	green	green	green
Third Regional Comparative and Explanatory Study (TERCE)	orange	green	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange
Trends in International Mathematics and Science Study (TIMSS)	orange	orange	orange	orange	green	green	orange	green	green	orange	orange	green	orange
Programme for International Student Assessment (PISA)	orange	green	orange	orange	orange	green	green	orange	orange	orange	orange	green	orange
Progress in International Reading Literacy Study (PIRLS)	orange	green	orange	orange	green	orange	orange	orange	orange	orange	orange	green	orange

Source: (CDC, 2016; HBSC International Coordinating Centre, 2021; OECD, 2018; TIMSS & PIRLS International Study Center, 2016, 2019).

Note: Grey (Not appliable or source could not be found); green (included); yellow (partially or unlikely); orange (not included).

Indicators

Indicators of interest concerning school environment and safety in multi-country instruments can include, but are not limited to:

- **Bullying victimization**: number and prevalence of different forms of bullying victimization such as physical bullying (e.g. being hit, pushed, shoved), psychological/emotional bullying (e.g. being threatened, left out) in a given grade or amongst a specific age group of students. This can also include number and prevalence of different forms of bullying perpetration in a given grade or amongst a specific age group of students.
- **Community safety:** number of parents who perceive that fights with weapons or assaults that lead to serious injury are likely in communities where schools reside.

Of the six surveys reviewed, all had questions on physical and psychological bullying from peers, and only one (TERCE) asked about parental perceptions on safety. On migration indicators, four had questions on language spoken at home or mother tongue; two asked fully about birthplace, while another three did so partially (asking whether respondents were born in the country where test was taking place); and none asked directly about refugee status or nationality.

Table 21: **School-based Survey Indicator Overview**

	Personal and Household Characteristics			Migration							Safety			
	Mother Tongue	Ethnicity	Religion	Birthplace	Nationality	Refugee Status	Previous Residence	Migration in last 6 months	Reason for Leaving	Destination	Physical bullying	Psychological or emotional bullying	Parents perceptions	Coverage of priority countries
Health Behaviour in School-aged Children (HBSC)	orange	orange	orange	green	orange	orange	orange	orange	orange	orange	green	green	orange	0
Global School-based Student Health Surveys (GSHS)	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	green	green	orange	9
Third Regional Comparative and Explanatory Study (TERCE)	green	green	orange	yellow	orange	orange	orange	green	orange	orange	green	green	green	1
Trends in International Mathematics and Science Study (TIMSS)	green	green	orange	yellow	orange	orange	orange	orange	orange	orange	green	green	orange	5
Programme for International Student Assessment (PISA)	green	orange	orange	green	orange	orange	orange	orange	orange	orange	green	green	orange	4
Progress in International Reading Literacy Study (PIRLS)	green	orange	orange	yellow	orange	orange	orange	orange	orange	orange	green	green	orange	4

Source: (CDC, 2016; HBSC International Coordinating Centre, 2021; OECD, 2018; TIMSS & PIRLS International Study Center, 2016, 2019).

Note: Grey (Not appliable or source could not be found); green (included); yellow (partially or unlikely); orange (not included).

Limitations

- The most relevant limitation of these sources is that while international assessments such as PISA, or data collection efforts like TERCE, can include refugee learners, the data collected is not disaggregated by protection status. For example, it is reasonable to assume that TERCE, which is administered in 15 countries of the Latin American and Caribbean region may include Venezuelan refugee learners in its sample of host countries. However, the number of Venezuelan learners captured may be insufficient to generalize findings to all Venezuelan refugee learners in that specific context. Other surveys and assessments, as is the case with PISA, collect data on nationality of students. While in some contexts this could be used as a proxy to identify refugee learners (e.g. Syrian refugee students in EU countries), this may not always be the case. This is a particularly concerning issue given the ample evidence that exists that vulnerable learners – including immigrants and refugees – are more likely to suffer discriminatory attitudes and xenophobia from their peers and teachers (Karanja, 2010; Mühlenweg & Puhani, 2010; Ponzo, 2013).
- An additional limitation of the multi-country surveys and assessments listed is that the number of items to measure school environment and safety tend to be rather limited – most surveys and assessments covering multiple countries do not include more than a few items related to this area. For example, TERCE only contains six items on school safety, including items on self-reported bullying victimization and two items on community safety.
- A third limitation of these instruments is that because they are school-based, they exclude out-of-school children, or those more likely to suffer from multiple vulnerabilities, including exposure to unsafe environments.
- Lastly, most efforts to collect data focus on victims. Rarely do any of these multi-country efforts focus on perpetrators of bullying or other actors involved in bullying including bystanders and witnesses (an exception is HBSC).

4.3.4 UNRWA's Common Monitoring Framework, Education in Emergencies Indicator Databank, and Education Management Information System (EMIS)

For overview and access please see Section 4.1.1.

Indicators

Indicators include the number of school days lost due to an emergency, the percentage of schools with emergency preparedness plans, the number of education staff trained on education in emergencies topics, percentage of UNRWA schools/learning spaces which have conducted at least one evacuation drill with students, and the number of children who attended counselling sessions.

They also collect data on questions around school violence such as the "Percentage of students reporting that they have experienced physical and/or verbal abuse from UNRWA educational personnel" and the "Percentage of students reporting that they have experienced bullying (physical and/or verbal) and/or harassment from other students". However, these indicators, part of the EiE Databank, are not mandatory for all field offices to collect (UNRWA Department of Education, 2019). The CMF collects more general indicators on "Percentage of schools meeting UNRWA facilities protection design standards", "Percentage of individuals identified as experiencing a protection risk (general protection) provided with assistance", and "Degree to which schools are violence free" and are mandatory for all field offices.

Limitations

- Same limitations outlined in section 4.1.1, including that these only cover refugees in UNRWA schools.
- Only covers refugees under UNRWA's mandate, thus making it representative for Palestine refugees in a given context but not all refugees.

5. Challenges in Refugee Education Statistics

The collection, utilization and dissemination of refugee education statistics is subject to a number of different methodological and computational challenges, most of which overlap with the overarching statistical challenges of dealing with displaced populations (UN & Eurostat, 2018) (See Table 22). This section focuses specifically on challenges associated with collecting data on refugee education statistics which include:

Table 22: **Key quality considerations in refugee statistics**

Key quality considerations in refugee statistics	Challenges
Standard operational definition for identification of refugees	There is difficulty in identifying refugees and distinguishing them from others who are displaced or on the move, such as asylum seekers, voluntary migrants and internally displaced persons. This is especially the case in the various data sources reviewed where there is no consistent set of questions used to identify refugees. EGRIS's recommendations (see Annex 11) offer a way forward.
Confidentiality	Information on refugees and migrants can be particularly sensitive in countries or regions where displacement is related to conflict or political unrest. If details of identifiable persons or groups are made publicly available, or if treated without the correct precautions, sensitive information can expose refugees to further protection risks. Microdata access can present particular problems for vulnerable groups. This may also apply to aggregate data, where publishing data on refugee populations could be distorted for negative media campaigns or policy change against those populations.
Coverage and duplication	Covering refugee populations is important, but can be a challenge, especially in situations where there is limited or no access for data collectors due to security or other reasons, and where there is repeated back and forth border crossings such as between Venezuela and Colombia. Population data should be captured as fully as possible (either through full count or a representative sample), but safety for refugees and data collectors must also be prioritized. Where data has not been able to be collected from some areas, the published data must clearly state the limitations.
Representativity	It can often be a challenge to ensure that data is representative of the total refugee population, including certain subgroups such as women, linguistic, ethnic or religious minorities, etc. Limitations to access is often the main barrier, but refugees may also be excluded systematically because of the difficulty of identifying refugees living among the general population, or because their housing or temporary settlements are not included in sampling frames, or because they self-exclude out of fear of detainment or expulsion.
Timeliness	In many contexts, the refugee population changes rapidly for a variety of reasons (e.g. new displacement, further movements of refugees). The data are therefore quickly outdated, and thus fast, yet quality-assured dissemination of statistics is particularly important. A further challenge to timeliness is that, in some contexts, such as large-scale conflicts, calamities, pandemics or natural disasters, the structure and system of governance may be highly taxed or damaged, including the infrastructure needed to collect statistical data.
Periodicity	The usefulness of the data on refugee population flows will depend on how often the data are collected and published compared to the mobility of the population. The more often data are collected, the more useful it is for real-time monitoring and to provide timely inputs for policymaking and programming. Advances in real-time administrative data collection during COVID-19 signal the potential for administrative data to play this role.

Comparability	In order for data to be comparable over contexts and time, the same definitions, questions and survey methodology need to be used. International standards have not previously been available; therefore, the different organizations involved in data collection and analysis have not standardized their definitions and concepts. However ERGIS's suggestions (Annex 11) provide a solid foundation for comparability in identifying refugees. Further, stratification by refugee status in contexts where this is relevant will further ensure comparability. In addition, depending on the crisis, different types of data may be prioritized. For instance, in conflict situations the safety of school infrastructure may be a priority, whereas in displacement to low-income countries with already overtaxed education systems, functional aspects such as number of teachers or pupil-teacher ratios may be a larger concern.
Impartiality	Official statistics should be free from political influence. Refugee and displacement contexts can be highly political. The entire statistical process should be well-documented and include publicly accessible metadata. Quality assurance reports should also be available to users and data should be disclosed publicly in a form that maintains the safety and privacy of refugees.
Transparency	Statistics gain credibility and trust if they are produced with a well-documented, clear and transparent process that is accessible to the general public. Improved metadata and accessibility of the results are needed for refugee statistics. Both the methodologies for estimating the numbers of refugees (in and out of camps) and the calculation of education indicators should be transparent.

Source: Adapted from Background document on Refugee statistics - International Recommendations on IDP Statistics (IRIS) for the Fifty-first session, UN Statistical Commission, 3 – 6 March 2020

5.1 Definition and Identification of refugees

The fundamental challenges with collecting refugee education data involve identifying and distinguishing refugees from others who are displaced, as refugees can overlap with some of these (such as asylum seekers), and the legal nature of refugee status makes it vary by context. In many of the countries in Latin America[69], for example, the term 'refugee' is not recognized. Instead, there is a preference for using the term 'foreign migrants' (also used in Europe sometimes), though distinguishing voluntary from involuntary migrants or those affected by forced displacement is largely dependent on the availability of individual-level data on mother tongue and reason for migration. In addition, while inflows of refugees may be captured through registration data, which serves as a sampling frame for collecting data from refugee populations, the systematic documentation of refugee outflows (returnees or those transiting to a third country) remains an issue.

<u>Nationality as a proxy:</u> Instead of collecting information on the international protection status of students, organizations and governments may choose to disaggregate by nationality rather than refugee status. Data on nationality can be collected in national EMIS with fewer methodological challenges than refugee status, and disaggregation by nationality in EMIS is not uncommon. Nevertheless, in some cases, this disaggregation is not useful for monitoring refugee education. For example, when the disaggregation is expressed as ⬜national of the country/non-national of the country", where non-nationals can include a large number of nationalities, making it difficult to distinguish which non-nationals could be refugees. When nationality is specified, this data can be used as a first step to explore refugee access to education in the absence of specific refugee data. An additional challenge of using data on nationality rather than refugee status is that it does not differentiate between refugees (those who have been forcibly displaced) of the same

69 With Costa Rica as a notable exception here.

nationality, as compared to those who may have migrated under different circumstances. Lastly, greater levels of disaggregation (by nationality, for example) within a population is limited by lower levels of data reliability, thereby requiring sample sizes to be large enough to allow greater generalizability of estimates, which has implications on survey costs.

Overall , our findings echo the report released by EGRIS in 2018 (UN & Eurostat, 2018), highlighting that the varying measurements of refugee or refugee-like status across data sources severely limits the comparability of the data across data sources and countries. A standardized method for identifying refugees, and distinguishing them from other migrants, in different data sources would facilitate comparisons across data sources in order to ensure that refugee populations are better identified. This would be a critical step for accurately capturing and monitoring the extent to which refugees have access to quality and safe education across countries.

5.2 Disaggregation

Access to and verification of refugee data on age, sex, disability or school attainment: There is a lack of education data disaggregated by sex and age, which could be due to political issues or technical reasons linked to EMIS. At the same time, populations seeking refuge are often moving from countries where birth registration rates are low, and even when birth certificates may be available, not many refugees flee with this documentation in hand. Fewer refugees carry proof of educational attainment, which makes it difficult for them to assess the education levels they need to be at and to ensure continuity of education services. Lack of adequate documentation (age or school attainment documents) and verification processes limits the extent to which disaggregated data is made available, as well as the estimation of net enrolment rates and school transition rates for refugee populations.

Lack of disaggregation in EMIS: For refugee children attending public schools, a very limited number of EMIS can capture refugee data (see Box 2). Refugees in these schools are therefore counted in the EMIS school census questionnaire, but without distinguishing between refugee and non-refugees. This might inflate national enrolment numbers, as the refugee population is not always added to the national population as a denominator when calculating national enrolment rates. The overall lack of disaggregated data within EMIS, inhibits the possibilities of counting and considering the needs of refugee children in and out of school. It shows the issue of collecting both denominator and numerator to calculate enrolment rates. In the absence of denominator (refugee population), it can be compared only with other numerators, for example percentage of refugees out of total enrolment.

Population flow challenges - refugees in and out of refugee settlements: Education data coverage tends to be higher within refugee camps and settlements. However, there are a considerable number of refugees worldwide who live outside camps and settlements, with most now based in urban areas. In 2020, only 19% of refugees (and those in refugee-like situations) were living in camps globally and 62% were living in private accommodation. In the 13 largest refugee hosting countries, only three (Bangladesh (99%), Ethiopia (93%), Sudan (82%)) had the majority of the refugee population living in camps, while five countries (Colombia, Lebanon, Syria, Turkey, and Uganda) had no refugees living in camps (UNHCR, 2021c). Assessing the data coverage of refugee education in non-camp contexts is difficult as refugees are scattered across a large number of schools. Further, these children may have very different rates of access to education and of learning, and face very different conditions.

Protection risks: In settings of inclusion, where urban refugees may be enrolled in national education institutions scattered throughout a given context, the key challenge is disaggregation by protection status. While this would help in the monitoring of access and learning, disaggregation presents important protection risks, most notably the discrimination of refugee learners. The

new trend in EMIS to collect individualized rather than aggregate data – most notably to monitor retention – has important risks, such as the disclosure of personal data to unauthorized persons or persons without legitimate purposes. Another risk of collecting data on protection status is the potential risk of exclusion, discrimination and stigmatization of refugee students.

5.3 Narrow focus on education access

Refugee education data primarily focuses on one aspect of education access, i.e. enrolment, and less on dropout, grade progression, quality and learning, and safety and protection. Further, while enrolment is covered in many surveys, there are challenges regarding double counting, especially in operational data (where a child may attend both a formal and non-formal learning centre in the same data cycle and be counted in both). Going beyond enrolment, data on dropout and grade progression is also rare. Data on quality learning is limited to only a handful of studies that point to differences in learning outcomes when comparing scores for refugee and host children (Piper et al., 2019; Uwezo, 2018). Relatedly, there is a lack of data on holistic learning, with virtually no evidence on how socioemotional learning (SEL) and psychosocial services (PSS) contribute to learning outcomes for refugee students. This supports the recent work by EGRIS which discusses attainment and participation in education as priority indicators for education, but also highlights the need for more literacy/numeracy and language indicators (UN & Eurostat, 2018).

5.4 Fragmented and weak coordination of data on refugee education

The current emphasis on coordination within the humanitarian sector focuses on issues of accountability, leadership, strategic planning and resource mobilization (Nicolai et al., 2020). Regional platforms have been set up within the humanitarian sector, especially in Latin America and the Caribbean, the Middle East and North African regions, (examples of 3RP and R4V (3RP, 2021; R4V, 2021b) to coordinate operations across contexts. However, coordination among agencies is still a challenge and there is currently no overarching emphasis or leadership in coordinating actors within the humanitarian (refugee and cluster) and development sectors on aspects of information management. This absence of humanitarian/development coordination mechanisms disincentivizes the need to ensure consistency and harmonization of indicators, standards and methodologies for refugee education data that informs education planning and resource mobilization (Gomez, 2020). A further challenge is the absence of data validation protocols and quality assurance mechanisms that apply across agencies and contexts.

5.5 Poor integration of refugee education data within national statistical frameworks

A majority of refugee hosting countries do not collect official statistics on refugees but rely on operational data generated by humanitarian agencies, like UNHCR and OCHA, to provide this information. These data are designed to monitor the implementation of education interventions rather than to conform to statistical standards for integration into existing national statistical frameworks or EMIS. There is a strong need for strengthened national information systems that can lead data collection and policy efforts. While there are many challenges in integrating refugees into EMIS, not least identification, there is a strong need to move in this direction.

Box 8: **OECD-UNHCR study on third country solutions for refugees**

In 2018, UNHCR and the OECD analysed data for non-humanitarian entry visas granted by member countries for family reunification, work and study purposes in Europe. The analysis focused on visas issued to individuals from countries with high rates of refugee status recognition in order to determine to what extent refugees are able to access education in third countries (UNHCR & OECD, 2018).[70] For the purpose of this discussion, the OECD data are part of an emerging body of evidence that can be used to measure progress toward a number of goals emanating from the Global Compact on Refugees, as well as those set in Refugee Education 2030 and the Three Year Resettlement and Complementary Pathways Strategy (UNHCR, 2019a, 2019c; United Nations, 2018).

Monitoring access to education by refugees via third country education pathways will be increasingly important as it relates to overarching commitments to responsibility sharing and expanding third country solutions for refugees. Immigration entry status are data of a different nature than other data sources cited above, are limited in their coverage (only OECD is available currently) and apply primarily to tertiary education. However, they are uniquely relevant in quantifying access to higher education, specifically via third country education pathways, and can lend themselves to analysis about internationalization, education supply and demand, and diaspora/alumni education trends.

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70 Third countries are countries that are neither countries of origin nor countries of asylum.

6. Recommendations and Ways Forward

6.1 Identification of refugees

UNHCR's ProGres v4 provides an opportunity to centralize the collective documentation of refugee data at point of entry. Greater coverage and prioritization of education data needs within the survey could constitute a credible basis for designing refugee sampling frameworks, linkages with relief service uptake, as well as for refugee identification and monitoring over time, particularly in settings of non-inclusion. Changes have recently been made to better capture education related items, and an education-specific entity has been developed for V4 (see section 4.1.1). However, because filling in this entity is not mandatory, efforts need to be made to raise awareness of its availability and to advocate for its use more widely. Similar efforts have been made to standardize data collection on education through UNHCR's education module in socioeconomic assessments (SEAs). Guidance has been rolled out and UNHCR country operations are encouraged to incorporate one of the two versions of the education module (there is a basic and a standard questionnaire) when socioeconomic assessments are carried out.

Nationality as a proxy: In select contexts, it may be helpful to identify where nationality (meaning specific country of nationality) can be used as an effective proxy for protection status, which can occur in at least two situations. First, where refugees are granted *prima facie* recognition.[108] Alternatively, in other very specific contexts, language spoken at home can also be a good proxy for identifying refugee populations within a survey. If refugees cannot be effectively identified in existing data through these proxy options, then targeted efforts should be made to collect primary data - for example, through high-frequency phone surveys that include suggested items for the identification of refugees as outlined in EGRIS.

Increasing the comparability of refugee profiling questions across surveys and data tools is critical. Findings from this paper are in conjunction with the recommendations of EGRIS (UN & Eurostat, 2018) that reiterates the need for standardization and classification of definitions and tools to better identify and capture various categories of refugees and those in refugee-like situations (see Annex 11 for specific examples of variables and questions). Using these questions to guide development of tools for collecting data on refugee status would be a good starting point for making this data more comparable across contexts and data collecting entities. It would further help in ensuring that data on migrants, internal migrants, refugees, forced migrants, etc. can be distinguished and made more useful to policymakers.

6.2 Disaggregation

Access to and verification of refugee data on age, sex, disability or school attainment: It is necessary to apply an age, gender and diversity (AGD) approach and advocate for disaggregation accordingly (UNHCR AGD Policy Core Action 1). As disability is often missed in disaggregated data, we recommend relying on instruments such as the Washington Group Questions Sets (see Appendix 10.1), which addresses the issue of whether persons with disabilities participate to the same extent as persons without disabilities in a range of activities - including education. The Washington Group has also developed the Child Functioning Module (CFM) with UNICEF (see Appendix 10.2)[71]. This module aims to better identify all children with disabilities, including

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71 Humanity & Inclusion's Disability Data Learning Toolkit is a course that helps those unfamiliar with the Washington Group Questionnaires learn to use them and generate disaggregated data. See: https://humanity-inclusion.org.uk/en/disability-data-in-humanitarian-action#8 last accessed July 2021

those that are under the age of five. The module has two versions, one for children aged two to four and another for children aged five to 17. There is also the Guide for Including Disability in Education Management Information Systems developed by UNICEF which highlights the need to focus not only on types of impairments but also on barriers to access and success in the school environment in EMIS.[72]

Protection risks: Disaggregation should be assessed according to the conditions of each context. There may be locations where disaggregation by international protection status constitutes a low risk – where the policy environment and implementation are favourable for refugee learners. Prior to advocating for disaggregation though, UNHCR recommends conducting a Data Protection Impact Assessment (DPIA). DPIAs are designed to help UNHCR operations to identify, assess and mitigate risks that may arise from new or existing data processing operations. Within UNHCR, the accountability for personal data protection lies with the country Data Controller. In practice, the team responsible for personal data processing in a specific project consults with the country Data Protection Focal Point (DPFP) to discuss the need for a DPIA and conduct it. The Data Protection Focal Point is usually the senior protection officer in the country operation. Taking ethical approaches to data collection and storage, and implementing measures to control data dissemination, such as creating internal and external versions of reports, are important to ensuring data is used effectively and to avoid sharing sensitive material with a general audience. UNHCR is currently in the process of developing a protocol for safe disaggregation, addressing both technical issues in EMIS and protection concerns.

Once data is disaggregated by international protection status, steps need to be taken to reduce the risk of data disclosure, such as ensuring that only authorized officials have access to personal data of teachers and students. For example, it may be advisable for teachers who directly enter student data to have access to identified personal data, whereas higher level officials may only need access to encrypted (with names replaced with a student ID number) or aggregated data. Supporting capacity development on data policy and safeguards and reviewing EMIS measures to determine if they are adequate to protect personal data and to handle data breaches, particularly concerning unauthorized access and disclosure of personal data, is also critical. In the case of a data breach, ensuring that individuals are notified and protected is necessary to avoid the risk of exclusion or discrimination.

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72 See: https://sites.unicef.org/disability/emergencies/downloads/UNICEF_guide-for-including-disability-in-education-management-information-systems.pdf

Box 9: **Ethics and Data Protection in Refugee Contexts**

Responsible data approaches should be followed while collecting data on refugee children and host communities. This includes ensuring compliance on applicable data protection frameworks throughout all steps of the information management process: from data collection, storage, processing, analysis, sharing, dissemination and to its use. The guidance and principles to promote responsible approaches to data management are laid out across different supporting documents:

- UNHCR Data Transformation Strategy (DTS) 2020-2025: The strategy envisions that by 2025, UNHCR becomes a trusted leader on data and information related to refugees and other persons of concern (PoC), thereby enabling actions to protect, include and empower them. The three principles laid out in the DTS – People-centered, Purpose & Proportion, and Data Protection & Security – are anchored in the imperative of "do no harm" and are applicable to all UNHCR data activities, regardless of their type, their purpose, and the operational context (UNHCR, 2019d).

- Protection Information Management (PIM) Principles: The PIM Principles were developed in 2015 by the PIM Initiative, a joint initiative co-led by UNHCR and the Danish Refugee Council that brings together a wide group of UN agencies, INGOs, and other actors working to respond to protection needs in situations of displacement. Eight core principles were identified as being essential to guide all data activities in protection response settings: people-centered and inclusive; do no harm; defined purpose; informed consent and confidentiality; data responsibility, protection and security; competency and capacity; impartiality; coordination and collaboration (PIM, 2017)

- Policy on the Protection of Personal Data of Persons of Concern to UNHCR (DPP): The UNHCR DPP establishes that the personal data of PoCs requires careful handling in a way that is consistent with international instruments concerning the protection of personal data and individuals' privacy. The Policy states that when processing personal data, the following nine basic principles need to be followed: legitimate and fair processing; purpose specification; necessity and proportionality; accuracy; respect for the rights of the data subject; confidentiality; security; and accountability and supervision (UNHCR, 2015b).

- Guidance on the Protection of Personal Data of Persons of Concern to UNHCR (DPG): The Guidance provides more detailed information about principles, concepts and procedures to assist UNHCR personnel in the application and interpretation of the Policy on the Protection of Personal Data of Persons of Concern (UNHCR, 2018a).

- United Nations Personal Data Protection and Privacy Principles: This document sets out a basic framework for the processing of personal data by, or on behalf of UN System organizations in carrying out their mandated activities. The ten principles aim to: harmonize standards for the protection of personal data across the UN System Organizations; facilitate the accountable processing of personal data for the purposes of implementing the mandates of the UN System Organizations; and ensure respect for the human rights and fundamental freedoms of individuals, in particular the right to privacy. The principles are: fair and legitimate processing; purpose specification; proportionality and necessity; retention; accuracy; confidentiality; security; transparency; transfers; and accountability (UN High-Level Committee on Management (HLCM), 2018).

- IASC Operational Guidance on Data Responsibility in Humanitarian Action: In February 2021, the Inter-Agency Standing Committee (IASC) released the first ever system-wide guidance on data responsibility in humanitarian action. In addition to providing practical guidance and tools to implement data responsibility, the Guidance provides a list of 12 Principles that aim to inform safe, ethical and effective operational data management within organizations, clusters/sectors, and the broader humanitarian system (IASC OPAG & Results Groups 1 on Operational Response, 2021).

6.3 Better understanding of and moving beyond access to education

A comprehensive understanding of access to education is critical. Here, individual level data collection which ensures that double counting is not an issue and facilitates collection of data on progression and dropout is, along with disaggregation, the main component that needs improvement.

Disaggregation may also provide insights on learning. In settings of inclusion, where refugee students are participating in national assessments, disaggregation by international protection status would provide a clearer picture of the learning outcomes of refugee students and allow comparison with national learners. In settings of non-inclusion, advocating for the participation of refugees in host country national policies and particularly on national learning assessments will facilitate data collection. Likewise, advocating for the inclusion of refugees in international assessments where they are not being included is necessary. While there are significant challenges in conducting these assessments in refugee camp settings (e.g. host and home curriculum alignment) there is space for this to be done, especially in protracted situations. Where refugee learners are included, the disaggregation of data by protection status in international learning assessments (e.g. PISA, TERCE, TIMSS, etc.) would elucidate learning outcomes for refugee students, allowing comparison with host country nationals as well as refugee students hosted in other countries.

Further, to gain a better understanding of holistic learning, targeted efforts to generate evidence on how social and emotional learning (SEL) and PSS contribute to learning outcomes for refugee students are necessary. These can draw upon the many tools and existing instruments collated and developed by INEE for learners in crisis-affected contexts (e.g. Holistic Assessment for Learning (HAL) or Student Learning in Emergency Checklist (SLEC))[73].

While some clearly defined education indicators are well established and clearly defined within the development sector (see, for example, UIS's Education Indicator Technical Guidelines[74]), not all of these may be applicable to all refugee contexts. Further, there may be other indicators relevant in crisis contexts that go beyond those needed in the development contexts. However, these are not easily accessible or well elaborated across organizations. Nevertheless, the findings and recommendations of this paper provide a starting point for developing a comprehensive and clearly defined set of education indicators for refugee populations that will enable the generation of disaggregated data and effective linkages for SDG4 monitoring.

6.4 Coordination on refugee education data

There is awareness of the need to improve coordination on refugee education data and concrete steps have been taken in this direction. UNHCR and UNICEF have been working together on the Blueprint for Joint Action, which aims to deliver a more efficient response for refugee and returnee children in 11 focus countries[75] focusing on three programmatic areas – child protection, education and WASH. Through its Global Data Working Group (GDWG), the two agencies are working together to identify solutions to pilot country data challenges, as well as to strengthen coordination and collaboration on data-related issues. Specifically, the GDWG aims to strengthen national data systems to improve the availability and accessibility of high-quality disaggregated

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73 See: https://inee.org/measurement-library last accessed July 2021
74 http://uis.unesco.org/sites/default/files/documents/education-indicators-technical-guidelines-en_0.pdf, last accessed October 6 2021
75 Ethiopia, Cameroon, Bangladesh, Libya, Lebanon, Honduras, Ecuador, Iraq, Indonesia and Rwanda.

data for refugee and returnee children in the focus countries. The Blueprint for Joint Action and the activities of the GDWG are a starting point that can constitute a model for future collaborations across agencies to strengthen data on refugees and other PoCs. At the global level, recently launched platforms like the INEE Data Reference Group on Education in Emergency, co-chaired by the UIS and Education Cannot Wait (ECW), brings together diverse education stakeholders to support greater coordination and standardization of EiE indicators, data, tools and reference frameworks with an aim towards integrating EiE data within SDG4 monitoring. The sum of these combined efforts can further support greater coordination of refugee education data across all levels. Agencies could also work with national actors to strengthen national information systems to make them more resilient, flexible and responsive to crises.

Finally, creating a clearing committee, under an existing institutional mechanism such as UNCHR, for establishing a standard definition, methodology and approach to identifying refugees in EMIS, HH surveys and large-scale learning assessments would be a big step in ensuring data quality. The clearing committee would also provide guidance on the variables that organizations could collect including education indicators, with guidance focused on methodology and the calculation of education indicators related to refugees.

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Appendices

Appendices

1. Number of refugees by country of origin for select countries, 2000-2020

Country of Origin ■ Iran (Islamic Rep. of) ■ Myanmar ■ Sierra Leone ■ Somalia

Country of Origin ■ Cuba ■ El Salvador ■ Ethiopia ■ Nicaragua ■ Venezuela (Bolivarian Republic of)

Country of Origin ■ Angola ■ Burundi ■ Rwanda ■ South Sudan ■ Sudan

Host Country: Dem. Rep. of the Congo

Country of Origin ■ Eritrea ■ Kenya ■ Somalia ■ South Sudan ■ Sudan

Host Country: Ethiopia

Country of Origin ■ Afghanistan ■ Iraq ■ Kuwait ■ Pakistan ■ Uzbekistan

Host Country: Iran (Islamic Rep. of)

Country of Origin ■ Iraq ■ Sudan ■ Syrian Arab Rep. ■ Yemen

Host Country: Jordan

Country of Origin: ■ Egypt ■ Iraq ■ Palestine ■ Sudan ■ Syrian Arab Rep.

Host Country: Lebanon

Country of Origin: ■ Afghanistan ■ Iran (Islamic Rep. of) ■ Somalia ■ Syrian Arab Rep. ■ Yemen

Host Country: Pakistan

Country of Origin ■ Palestine

Host Country: State of Palestine

Country of Origin ■ Eritrea ■ Ethiopia ■ South Sudan ■ Syrian Arab Rep.

Host Country: Sudan

Country of Origin ■ Kenya ■ Palestine ■ Somalia ■ South Sudan ■ Sudan

Country of Origin ■ Afghanistan ■ Iran (Islamic Rep. of) ■ Iraq ■ Syrian Arab Rep.

Country of Origin ■ Burundi ■ Dem. Rep. of the Congo ■ Rwanda ■ Somalia ■ South Sudan

Host Country: Uganda

2. Review of refugee related policies in selected refugee hosting countries

	Bangladesh	Chad	Colombia	Djibouti	DRC	Ecuador	Ethiopia	Iran	Jordan	Kenya	Lebanon	Pakistan			Palestine	Peru	South Sudan	Sudan	Syria	Turkey	Uganda	Zambia
												Balochistan	Punjab	Sindh								
1951 Refugee Convention	orange	green	green	green	green	green	green	green	orange	green	orange	orange	orange	orange	orange	green	orange	green	green	orange	green	green
Comprehensive Refugee Response Framework (CRRF)	orange	orange	orange	orange	orange	orange	green	orange	orange	green	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	green	green
NY Declaration	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green
Dijbouti Declaration	orange	orange	orange	green	orange	green	orange	green	orange	green	orange	orange	orange	orange	orange	orange	green	orange	orange	orange	green	orange
Quito Process	orange	green	green	orange	green	green	orange	green	green	green	green	orange	orange	orange	green	green	orange	orange	orange	orange	green	orange
No Legal Restrictions for Education Access	orange	green	yellow	green	green	green	green	yellow	yellow	green	yellow	yellow	yellow	yellow	yellow	green	green	green	green	yellow	green	green
ESP refugee	yellow	green	grey	green	grey	grey	yellow	grey	green	green	grey	yellow	orange	orange	grey	grey	green	grey	grey	grey	grey	orange
Other Refugee Ed Policy	green	grey	green	green	grey	grey	grey	grey	grey	grey	grey	grey	grey	grey	grey	grey	grey	grey	grey	yellow	grey	grey
EMIS adapted	orange	grey	green	green	grey	green	green	grey	grey	yellow	grey	grey	grey	grey	grey	grey	green	grey	grey	grey	green	green

Note: Grey (Not applicable or source could not be found); green (have); yellow (partially); orange (do not have).

3. UNRWA: Overview of the use of education indicators by tool

Outcome	Output	EIE Strand	Indicator	Frequency	Source	CMF	EiE	EMIS
SO3*	N/A		Survival rate to the end of basic education	Annual	EMIS			
SO3*	Inclusive Education Ensured	Access	Degree to which inclusive approaches are embedded in educational practice	3-4 years	Classroom observation study			
SO4**	N/A	Access	Successful completion rate for scholarships granted	Annual	HQ scholarship database and LFO scholarship database (Agency-wide scholarship portal when it will be completed)			
SO4**	Knowledge transfer capacities provided in an inclusive environment	Access	# of students completing short-term courses	Annual	Field records			
N/A	N/A	Access	# of students who use UNRWA-provided transport to attend an UNRWA school	Semi-annual	Student transportation lists			
N/A	N/A	Access	# of students provided with at least one item of material support to enable them to access education at an UNRWA school/learning space	Semi-annual	List/Reports on provision of material support to students			
N/A	N/A	Access	# of displaced UNRWA students facing legal documentation difficulties which affect their access to education	Semi-annual	School reports			
N/A	N/A	Access	# of out-of-school Palestine refugee children	Annual	Field survey of parents/guardians of preparatory/elementary school-aged Palestine refugees who are not enrolled in an UNRWA school			
N/A	N/A	Access	# of UNRWA schools that enrol displaced UNRWA students in their classes	Annual	School reports; EMIS			
N/A	N/A	Access	# of displaced UNRWA students enrolled in UNRWA schools	Annual	School reports; EMIS			
N/A	N/A	Access	# of student days lost due to military-related barriers preventing them from attending school	Annual	Attendance records; EMIS			
N/A	N/A	Access	# of schools rehabilitated following conflict damage	Annual	School reports; Checklists/EMIS			
SO3*	N/A	Cross-cutting	Coefficient of internal efficiency	Annual	EMIS			
SO3*	Quality Learning Ensured	Cross-cutting	Agency-wide EMIS compliance rate	Annual	EMIS			
SO3*	Inclusive Education Ensured	Cross-cutting	Input unit cost per student	Annual	Department of Finance			
SO4**		Cross-cutting	% of VTC, ESF/FESA graduates employed	Annual	e-PCG System			
SO4**		Cross-cutting	Input unit costs per VTC student	Annual	Department of Finance			
SO4**	Knowledge transfer capacities provided in an inclusive environment	Cross-cutting	Degree of employer satisfaction with UNRWA TVET (VTCs, FESA/ESF) graduates	3-4 years	Employers' Perception Survey			

Outcome	Output	EIE Strand	Indicator	Frequency	Source	CMF	EiE	EMIS
SO4**	Knowledge transfer capacities provided in an inclusive environment	Cross-cutting	% of SSNP students enrolled in VTC, ESF/FESA	Annual	VTCs/ESF/FESA recods/ e-SRS			
SO4**	Knowledge transfer capacities provided in an inclusive environment	Cross-cutting	% of SSNP graduates from VTC, ESF/ FESA	Annual	VTCs/ESF/FESA recods/ e-SRS			
SO3*	N/A	Cross-cutting	Cumulative dropout rates for displaced UNRWA students (CMF includes elementary / basic and all students / male / female)	Annual	EMIS			
N/A	N/A	Cross-cutting	# of UNRWA staff who have attended at least one training on the EiE Indicator Bank	Annual	Training records/EMIS			
N/A	N/A	Cross-cutting	# of displaced UNRWA students graduating from basic education	Annual	EMIS			
SO3*	Equitable Education Ensured	Parental and Community Engagement	% of active PTAs in place	Annual	Field reports			
N/A	N/A	Parental and Community Engagement	% of teachers who have attended at least one training on parental engagement in EiE	Annual	Training records, staff lists /EMIS			
N/A	N/A	Parental and Community Engagement	# of parents/guardians who have attended at least one awareness session on EiE related themes	Annual	Reports of EiE awareness sessions for parents /EMIS			
N/A	N/A	Parental and Community Engagement	% of Parent-Teacher Associations who conducted at least one EiE-related activity, in line with the PTA ETI	Annual	School/Learning space reports; PTA reports /EMIS			
SO3*	Inclusive Education Ensured	Psychosocial Well-being	Degree to which schools meet healthy school criteria	3-4 years	Perception Survey			
N/A	N/A	Psychosocial Well-being	# of School Counsellors who have attended at least one training on counselling (group or individual) or other PSS-related topics	Annual	Training records /EMIS			
N/A	N/A	Psychosocial Well-being	% of teachers who have attended at least one training on the UNRWA Inclusive Education Approach and/or PSS Framework	Annual	Training records, staff lists /EMIS			
N/A	N/A	Psychosocial Well-being	# of School Counsellors who have attended at least one training on the UNRWA Inclusive Education Approach and/or PSS Framework	Annual	Training records/EMIS			
N/A	N/A	Psychosocial Well-being	# of students who have attended at least one counselling session	Annual	Counsellors' records /EMIS			
N/A	N/A	Psychosocial Well-being	# of students who have been referred to external services for psychosocial support	Annual	IE Identification reports /EMIS			
SO3*	Equitable Education Ensured	Psychosocial Well-being	% of students participating in at least one recreational (and/or) extra- curricular activity during the year	Annual	EMIS			
N/A	N/A	Psychosocial Well-being	# of UNRWA students who have participated at least once in UNRWA summer recreational programmes	Annual	Summer learning programmes enrolment data /EMIS			
SO3*	N/A	Quality Teaching and Learning	Extent to which teaching and learning practices are aligned with reform criteria	3-4 years	Classroom observation study			
SO3*	N/A	Quality Teaching and Learning	% of students meeting required levels in MLA tests – Grade 4 Arabic	3-4 years	Monitoring of Learning Achievement (MLA)			
SO3*	N/A	Quality Teaching and Learning	% of students meeting required levels in MLA tests – Grade 4 Maths	3-4 years	Monitoring of Learning Achievement (MLA)			

Outcome	Output	EIE Strand	Indicator	Frequency	Source	CMF	EiE	EMIS
SO3*	N/A	Quality Teaching and Learning	% of students meeting required levels in MLA tests – Grade 8 Arabic	3-4 years	Monitoring of Learning Achievement (MLA)			
SO3*	N/A	Quality Teaching and Learning	% of students meeting required levels in MLA tests – Grade 8 Maths	3 - 4years	Monitoring of Learning Achievement (MLA)			
SO3*	Quality learning ensured	Quality Teaching and Learning	Mean score of students in MLA HOTS (higher order thinking skills) items – Grade 4 Arabic	3 - 4years	Monitoring of Learning Achievement (MLA)			
SO3*	Quality learning ensured	Quality Teaching and Learning	Mean score of students in MLA HOTS (higher order thinking skills) items – Grade 4 Maths	3-4 years	Monitoring of Learning Achievement (MLA)			
SO3*	Quality learning ensured	Quality Teaching and Learning	Mean score of students in MLA HOTS (higher order thinking skills) items – Grade 8 Arabic	3–4 years	Monitoring of Learning Achievement (MLA)			
SO3*	Quality learning ensured	Quality Teaching and Learning	Mean score of students in MLA HOTS (higher order thinking skills) items – Grade 8 Maths	3-4 years	Monitoring of Learning Achievement (MLA)			
SO3*	Quality learning ensured	Quality Teaching and Learning	Proportion of classes exceeding thresholds	Annual	EMIS Official Class formation data.			
SO3*	Quality learning ensured	Quality Teaching and Learning	# of textbooks reviewed using UNRWA framework	Annual	Field reports			
SO3*	Quality learning ensured	Quality Teaching and Learning	Number of teachers who have not completed an accredited teacher initial training programme	Annual	Human Resources in coordination with Education Department at Field level.			
SO3*	Inclusive Education Ensured	Quality Teaching and Learning	Repetition rate in basic education (elementary)	Annual	EMIS			
SO3*	Inclusive Education Ensured	Quality Teaching and Learning	Repetition rate in basic education (preparatory)	Annual	EMIS			
SO3*	Equitable Education Ensured	Quality Teaching and Learning	Gap in student performance levels in MLA testing – Grade 4 Arabic	3-4 years	MLA			
SO3*	Equitable Education Ensured	Quality Teaching and Learning	Gap in student performance levels in MLA testing – Grade 4 Maths	3-4 years	MLA			
SO3*	Equitable Education Ensured	Quality Teaching and Learning	Gap in student performance levels in MLA testing – Grade 8 Arabic	3-4 years	MLA			
SO3*	Equitable Education Ensured	Quality Teaching and Learning	Gap in student performance levels in MLA testing – Grade 8 Maths	3-4 years	MLA			
N/A	N/A	Quality Teaching and Learning	# of school staff days lost due to military-related barriers preventing them from attending school	Quarterly	Staff attendance records			
N/A	N/A	Quality Teaching and Learning	# of views of UNRWA TV lessons on YouTube	Semi-annual	Website reports			
N/A	N/A	Quality Teaching and Learning	# of hits on UNRWA ILP website	Semi-annual	Website reports			
N/A	N/A	Quality Teaching and Learning	% of students who have watched UNRWA TV lessons and/or used UNRWA ILP website	Annual	Student survey			
N/A	N/A	Quality Teaching and Learning	Extent to which teaching and learning practices are active and student centered	Annual	Short Classroom Observation Study data			
SO3*	Quality learning ensured	Quality Teaching and Learning	# of teachers without a degree	Annual	Human Resources in coordination with Education Department at Field level			
SO3*	Inclusive Education Ensured	Quality Teaching and Learning	% of students identified with a disability receiving support meeting their specific needs	Annual	EMIS			
N/A	N/A	Quality Teaching and Learning	% of teachers who have attended at least one training on the UNRWA Self-Learning Programme	Annual	Training records, staff lists /EMIS			

Outcome	Output	EIE Strand	Indicator	Frequency	Source	CMF	EiE	EMIS
N/A	N/A	Quality Teaching and Learning	# of UNRWA students who have attended at least one UNRWA catch-up class	Annual	Catch-up classes enrolment data /EMIS			
N/A	N/A	Quality Teaching and Learning	# of UNRWA students who have received printed self-learning materials to use when they are unable to attend school due to conflict or other emergencies	Annual	Distribution and inventory lists of printed self-learning materials provided to students who may be unable to attend school due to conflict /EMIS			
SO3*	N/A	Safe and Secure	Degree of alignment with UNRWA protection standards of education services	Biennial	Protection audit – checklists from installation visits			
SO3*	Quality Learning Ensured	Safe and Secure	Degree of prevalence of human rights culture and practices	3-4 years	Classroom Observation Study			
SO3*	Inclusive access ensured	Safe and Secure	Percentage of protection mainstreaming recommendations from internal protection audits implemented	Biennial	The Action Tracking Matrix in Activity Info and an Excel tool to calculate the percentage			
SO3*	Equitable Education Ensured	Safe and Secure	Degree to which schools are violence free	3-4 years	Perception Survey			
N/A	N/A	Safe and Secure	% of UNRWA schools/learning spaces which held at least one awareness session for students on safety and security	Semi-annual	School/learning space reports			
N/A	N/A	Safe and Secure	% of UNRWA schools/learning spaces which have conducted at least one evacuation drill with students	Semi-annual	UNRWA schools/learning spaces reports			
N/A	N/A	Safe and Secure	% of students reporting that they have experienced physical and/or verbal abuse from UNRWA educational personnel	Annual	Socioemotional well-being survey questionnaire (or similar)			
N/A	N/A	Safe and Secure	% of students reporting that they have experienced bullying (physical and/or verbal) and/or harassment from other students	Annual	Socioemotional well-being survey questionnaire (or similar)			
N/A	N/A	Safe and Secure	% of teachers who have attended at least one training on safety and security	Annual	Training records; staff lists/EMIS			
N/A	N/A	Safe and Secure	% of UNRWA schools/learning spaces with a Security Risk Management Plan	Annual	Security Risk Management Plans from schools and learning spaces /EMIS			
N/A	N/A	Safe and Secure	# of school days lost due to UNRWA schools being non-operational, due to violence or conflict or other emergencies	Annual	School reports /EMIS			
N/A	N/A	Safe and Secure	% of UNRWA schools with adequate male and female WASH facilities	Annual	Facilities Management Information System (FMIS); Checklists/EMIS			
N/A	N/A	Safe and Secure	# of UNRWA schools used as shelters	Annual	School reports, list of shelters, EMIS premise module /EMIS			

*Strategic Objective 3

**Strategic objective 4

Definitions of acronyms used in Appendix 3: vocational training centre (VTC), technical and vocational training and education (TVET), education science facilities (ESF), Faculty of Educational Sciences and Arts (FESA), student record system (SRS) and Parent Teacher Association (PTA).

4. Ipums migration questions by type, country and year

Label	Armenia	Cambodia	China	Colombia	Egypt	Greece	India	Indonesia	Iraq	Kyrgyzstan	Mexico	Nepal	Palestine	Senegal	South Africa	Thailand	Uruguay
Work	·	·	·	X	X	X	·	·	·	X	·	X	X	X	·	·	·
Seeking work	·	X	·	·	·	·	X	X	X	·	X	·	·	X	X	X	X
Job relocation	·	X	X	·	·	·	X	·	X	·	X	·	·	·	X	·	·
Job assignment	·	·	X	·	·	·	X	·	X	·	·	·	·	·	·	·	·
Opportunity	·	·	·	·	·	·	X	·	X	·	·	·	·	·	·	·	·
Proximity to work	·	·	·	·	·	·	X	·	·	·	·	·	·	·	·	·	·
Other work	·	·	X	·	·	·	·	X	·	·	·	·	·	·	X	X	X
Family move	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Follow household head	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Follow spouse	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Follow relative	·	·	X	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Study	·	X	X	X	X	X	X	X	X	·	X	X	X	X	X	X	·
End of education	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Marriage, divorce, widowhood	·	·	·	·	·	·	·	X	X	·	·	·	·	·	·	·	·
Marriage or union	·	X	X	·	X	·	X	·	·	·	X	X	X	·	·	·	·
Divorce or widowhood	·	·	·	·	X	·	·	·	·	·	·	·	·	·	X	·	·
Insecurity, disaster, or violence	·	·	·	·	·	·	·	X	·	·	·	·	·	·	·	·	·
War, conflict	X	·	·	·	·	·	·	·	X	·	·	X	·	X	·	·	·
Violence or insecurity	X	X	·	X	·	·	·	·	·	·	X	·	·	·	X	·	·
Social or political problems, including security	·	·	·	·	·	·	X	·	·	·	·	·	·	·	X	·	·
Natural disaster	·	X	·	X	·	·	·	·	·	X	·	·	·	X	·	·	·
Refugee, reason not specified	·	·	·	·	·	X	·	·	·	·	·	·	·	·	·	·	·
Asylum seeker, reason not specified	·	·	·	·	·	X	·	·	·	·	·	·	·	·	·	·	·
Other reason	·	·	·	·	·	·	·	·	·	X	·	·	·	·	·	·	·

Note: X signifies that Yes, and dots No.

5. Sources for population census and international learning assessments

International Learning Assessments (Tables 15 and 16)				Censuses (Table 7)		
Assessment	**Source 1**	**Source 2**		**Country**	**Source 1**	**Source 2**
Early Grade Reading Assessment (EGRA)	https://shared.rti.org/sub-topic/early-grade-reading-assessment-egra?page=16	https://ierc-publicfiles.s3.amazonaws.com/public/resources/EGRA%20Toolkit%20V2%202016.pdf		**Bangladesh**	https://catalog.ihsn.org/index.php/catalog/4376/study-description	
Early Grade Mathematics Assessment (EGMA)	https://ierc-publicfiles.s3.amazonaws.com/public/resources/EGMA%20Toolkit_March2014.pdf			**Colombia**	http://microdatos.dane.gov.co/index.php/catalog/643/datafile/F11	
Programme for the Analysis of Confemen Education Systems (PASEC)	https://www.pasec.confemen.org/wp-content/uploads/2015/12/Rapport_Pasec2014_GB_webv2.pdf			**DRC**	https://unstats.un.org/unsd/demographic/sources/census/quest/COD1984fr.pdf	http://uwstartcenter.org/wp-content/uploads/2017/05/START-Center_DRC-Survey_Final.pdf
Pacific Islands Literacy and Numeracy Assessment (PILNA)	https://reliefweb.int/sites/reliefweb.int/files/resources/PILNA-Regional-Report-2018.pdf			**Ethiopia**	https://catalog.ihsn.org/catalog/3583	https://www.economist.com/middle-east-and-africa/2019/03/29/why-ethiopia-has-postponed-its-census
Programme for International Student Assessment (PISA)	https://www.oecd.org/pisa/data/			**Iran**	https://catalog.ihsn.org/catalog/4524	
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)	http://www.sacmeq.org/?q=sacmeq-members/uganda/sacmeq-reports			**Jordan**	http://dosweb.dos.gov.jo/censuses/population_housing/census2015/	
Third Regional Comparative and Explanatory Study (TERCE)	http://www.unesco.org/new/en/media-services/single-view/news/third_regional_comparative_and_explanatory_study_terce_re/	https://es.unesco.org/fieldoffice/santiago/llece/TERCE2013		**Lebanon**	https://www.thenation.com/article/archive/lebanon-census/	
Trends in International Mathematics and Science Study (TIMSS)	https://timssandpirls.bc.edu/timss2019/index.html			**Palestine**	http://ghdx.healthdata.org/record/palestine-population-and-housing-census-2017	
TIMMS Advanced	http://timssandpirls.bc.edu/timss2015/advanced-questionnaires/index.html			**Pakistan**	https://www.pbs.gov.pk/content/population-census	

International Learning Assessments (Tables 15 and 16)				Censuses (Table 7)		
Assessment	**Source 1**	**Source 2**		**Country**	**Source 1**	**Source 2**
Early Development Instrument (EDI)	https://edi.offordcentre.com/partners/international/	https://edi-offordcentre.s3.amazonaws.com/uploads/2019/01/EDI-ON-ENG-2018.pdf		**Sudan**	https://catalog.ihsn.org/catalog/2305	
Progress in International Reading Literacy Study (PIRLS)	http://timssandpirls.bc.edu/pirls2016/international-results/wp-content/uploads/structure/PIRLS/0.-about-pirls-2016/P16-About-PIRLS-2016.pdf	https://timssandpirls.bc.edu/pirls2016/questionnaires/index.html		**Syria**	https://catalog.ihsn.org/catalog/4085/related-materials	
East Asia Pacific Early Child Development Scales (EAP-ECDS)	https://arnec.net/ecd-country	https://arnec.net/static/uploads/EAP-ECDS-Final-Report1.pdf		**Turkey**	https://unstats.un.org/unsd/demographic/sources/census/quest/tur2011en.pdf	
Early Human Capability Index (eHCI)	https://ehci.telethonkids.org.au/resources/	https://ehci.telethonkids.org.au/tool/		**Uganda**	https://uganda.unfpa.org/en/publications/national-population-and-housing-census-2014-0	
International Development and Early Learning Assessment (IDELA)	https://data.idela-network.org/?caregiver=false&countries%5B0%5D=6&countries%5B1%5D=54&countries%5B2%5D=17&countries%5B3%5D=18&countries%5B4%5D=29&countries%5B5%5D=28&countries%5B6%5D=38&search=					
Measuring Early Learning Quality and Outcomes (MELQO)	http://ecdmeasure.org/wp-content/uploads/2018/05/Scoring-guidelines-MELQO-April-2018.pdf	https://www.brookings.edu/wp-content/uploads/2017/06/melqo-measuring-early-learning-quality-outcomes.pdf				
Regional Project on Child Development Indicators (PRIDI)	https://www.iadb.org/en/sector/education/pridi/about					
STEP Skills Measurement Surveys	https://microdata.worldbank.org/index.php/catalog/step#r=&collection=&country=&dtype=&from=1890&page=2&ps=&sid=&sk=&sort_by=nation&sort_order=&to=2021&topic=&view=s&vk=	http://documents1.worldbank.org/curated/en/516741468178736065/pdf/897290NWP0P132085290B00PUBLIC001421.pdf				
International Civic and Citizenship Education Study (ICCS)	https://www.iea.nl/studies/iea/iccs#section-626					
International Computer and Information Literacy Study (ICILS)	https://nces.ed.gov/surveys/icils/countries.asp					

6. Education indicators in HH surveys on refugees

Year	Country	Survey	Attainment	Access	Progress	Literacy	Learning	Support*	Safety	School Type
2017	Afghanistan	Socioeconomic assessment of IDPs and returnees in the five most populated settlements of Afghanistan's Herat Province	▩			▩				
2017	Afghanistan	Socioeconomic assessment of Pakistani refugees in Afghanistan's Khost and Paktika provinces	▩							
2019	Africa	Regional Intention Survey of South Sudanese Refugees in Central African Republic, Democratic Republic of the Congo, Ethiopia, Kenya, Sudan and Uganda (June 2019)								
2017	Argentina	Livelihoods Programme Monitoring Beneficiary Survey	▩							
2019	Bangladesh	Cox's Bazar Panel Survey (CBPS)	▩							
2020	Bangladesh	COVID-19's Prevalence Among Rohingya Refugees and Host Communities in Cox's Bazar	▩							
2019	Bangladesh	RAAB Survey Completed in Rohingya Refugee Population in Cox's Bazar, Bangladesh								
2018	Bangladesh	Refugees who mean business: Economic activities in and around the Rohingya settlements in Bangladesh								
2019	Bangladesh	Mitigating Hardship with Mobility: The Coping Strategies of Rohingya Refugees in Bangladesh	▩							
2017	Bangladesh	Health Survey in Kutupalong and Balukhali Refugee Settlements, Cox's Bazar, Bangladesh	▩							
2019	Bangladesh	Survey of refugees and humanitarian staff in Bangladesh		▩						
2020	Bangladesh	Mask-wearing, testing and knowledge of COVID-19 in Cox's Bazaar, 2020								
2020	Bangladesh	Post-Distribution Monitoring of Cash-Based Interventions, September 2020								
2019	Bangladesh	WASH KAP Survey in Rohingya Cox's Bazar, November 2019								
2018	Bangladesh	Post-Distribution Monitoring of Cash-Based Interventions - July 2018								
2018	Bangladesh	WASH KAP Survey Rohingya Cox's Bazar, 2018								
2019	Bangladesh	Education Needs Assessment		▩						▩
2017	Burkina Faso	Livelihoods Programme Monitoring Beneficiary Survey	▩							
2015	Cameroon	SENS survey in the Central African refugee sites of the eastern region and Adamou, January and March 2015								
2017	Chad	Livelihoods Programme Monitoring Beneficiary Survey	▩							
2017	Congo	KAP WASH Survey - 2017								
2014	Ecuador	Urban Profile of Columbian Population in Quito, Ecuador	▩	▩						
2014	Egypt	Household International Migration Survey (MED-HIMS)	▩			▩				
2017	Ethiopia	KPC (KAP) Survey Report Gambella Region Kule								
2017	Ethiopia	KPC (KAP) Survey Report Shire, Shimelba camp - 2017								
2017	Ethiopia	KPC (KAP) Survey Report Shire, Hitsats camp - 2017								

Year	Country	Survey	Attainment	Access	Progress	Literacy	Learning	Support*	Safety	School Type
2017	Ethiopia	Livelihoods Programme Monitoring Beneficiary Survey								
2017	Ethiopia	Skills Profile Survey 2017, A Refugee and Host Community Survey								
2017	Ghana	Livelihoods Programme Monitoring Beneficiary Survey								
2020	Guatemala	Protection Monitoring								
2017	Guinea	Livelihoods Programme Monitoring Beneficiary Survey								
2016	Iraq	Survey of Syrian Refugees and Host Communities in Kurdistan, 2015-2016								
2011	Jordan	The socioeconomic conditions of Jordan's Palestinian camp refugees								
2014	Jordan	Household International Migration Survey (MED-HIMS)								
2018	Jordan	The living conditions of Syrian refugees in Jordan								
2020	Jordan	Impacts of Housing Assistance on Syrian Refugee Resilience during COVID-19								
2020	Jordan	Adolescents Realities During COVID-19: Syrian Refugees in Jordan								
2016	Jordan	Survey of Syrian Refugees and Host Communities, 2015-2016								
2017	Jordan	Livelihoods Programme Monitoring Beneficiary Survey								
2004	Kenya	Behavioural Surveillance Surveys among Refugees and Surrounding Host Population, Kakuma, Kenya								
2020	Kenya	Post-Distribution Monitoring Survey in Kalobeyei Settlement, March 2020								
2020	Kenya	Socioeconomic impact of COVID-19 on refugees - Panel Study								
2017	Kenya	Livelihoods Programme Monitoring Beneficiary Survey								
2015	Kenya	Socioeconomic assessment of refugees in Kenya's Kakuma camp 2015								
2019	Kenya	Socioeconomic Survey of Refugees in Kakuma 2019								
2018	Kenya	Socioeconomic Profiling Survey of Refugees in Kalobeyei 2018								
2012	Lebanon	Survey of Syrian Refugees in Lebanon								
2013	Lebanon	Shelter Poll Survey on Syrian Refugees in Lebanon								
2001	Lebanon	Multiple Indicators Cluster Surveys (MICS): Palestinian Refugee Camps and Gatherings								
2006	Lebanon	Multiple Indicators Cluster Surveys (MICS): Palestinian Refugee Camps and Gatherings								
2011	Lebanon	Multiple Indicators Cluster Surveys (MICS): Palestinian Refugee Camps and Gatherings								
2019	Lebanon	The Dynamics of Refugee Return: Syrian Refugees and Their Migration Intentions								
2016	Lebanon	Survey of Syrian Refugees and Host Communities, 2015-2016								
2013	Lebanon	Survey on the livelihoods of Syrian refugees in Lebanon								
2013	Lebanon	Assessment of the impact of Syrian refugees in Lebanon and their employment profile								
2020	Lebanon	COVID-19 Refugee Household Monitoring, 2020								

Note: Filled cells are indicated as ● (orange) and ○ (green).

Year	Country	Survey	Attainment	Access	Progress	Literacy	Learning	Support*	Safety	School Type
2020	Lebanon	Monitoring of the Effects of Economic Deterioration on Refugee Households, Wave 1 (RON) 2020	●		●	●				
2020	Lebanon	Monitoring of the Effects of Economic Deterioration on Refugee Households, Wave 2 (RON) 2020	●		●	●				
2020	Lebanon	Monitoring of the Effects of Economic Deterioration on Refugee Households, Wave 1 (SYR) 2020	●		●	●				
2020	Lebanon	Monitoring of the Effects of Economic Deterioration on Refugee Households, Wave 2 (SYR) 2020	●		●	●				
2020	Lebanon	Multi-Purpose Cash Assistance: Impact Evaluation on the Well-Being of Syrian Refugees - 2020	○		●	●				
2017	Malawi	Livelihoods Programme Monitoring Beneficiary Survey	○		●	●				
2017	Malawi	Socioeconomic assessment of refugees and asylum seekers in Malawi's Dzaleka and Luwani camps 2017	○		●	○				
2020	Mauritania	Survey on the impact of COVID-19 on the socioeconomic and protection situation of refugees in the Mbera refugee camp, July 2020	●	○	●	●				
2019	Mozambique	KAP Survey – Maratane Refugee Camp	●		●	○				
2017	Mozambique	Livelihoods Programme Monitoring Beneficiary Survey	○		●	●				
2018	Niger	WASH KAP Survey Diffa region, Sayam Forage - August 2018	●		●	○				
2016	Niger	WASH KAP Survey Diffa Region, Kablewa - December 2016	●		●	●				
2020	Nigeria	Socioeconomic impact assessment of COVID-19 pandemic among persons of concern, July 2020	○		●	●				
2016	Rwanda	Socioeconomic assessment of refugees in Rwanda's Gihembe, Kigeme and Kiziba camps 2016	●	○	●	○				
2017	Somalia	Livelihoods Programme Monitoring Beneficiary Survey	○		●	●				
2019	South Sudan	KAP WASH 2019 in South Sudan's Ajuong Thok and Pamir Camps	●		●	○				
2018	South Sudan	KAP WASH 2018 in South Sudan's Ajuong Thok and Pamir Camps	●		●	●				
2017	South Sudan	KAP WASH 2017 in South Sudan's Ajuong Thok and Pamir Camps	●		●	●				
2000	Syria	Multiple Indicators Cluster Surveys: Palestinian Refugee Camps and Gatherings	○		●	○				
2006	Syria	Multiple Indicators Cluster Surveys: Palestinian Refugee Camps and Gatherings	○		●	○				
2019	Tanzania	Standardized Expanded Nutrition Survey (SENS) in Kigoma Refugee Camps (Nyarugusu, Nduta and Mtendeli) - October 2019	●		●	●				
2018	Tanzania	Standardized Expanded Nutrition Survey (SENS) in Kigoma Refugee Camps (Nyarugusu, Nduta and Mtendeli) - October 2018	●		●	●				
2017	Tanzania	Standardized Expanded Nutrition Survey (SENS) in Kigoma Refugee Camps (Nyarugusu, Nduta and Mtendeli) - October 2017	●		●	●				
2016	Tanzania	Standardized Expanded Nutrition Survey (SENS) in Kigoma Refugee Camps (Nyarugusu, Nduta and Mtendeli) - December 2016	●		●	●				
2013	Turkey	Syrian Refugees in Turkey, Field Survey Results	●	○	●	●				○

Year	Country	Survey	Attainment	Access	Progress	Literacy	Learning	Support*	Safety	School Type
2018	Uganda	Uganda Refugee and Host Communities 2018 Household Survey								
2019	Uganda	Uganda refugee and host community food security monitoring								
2020	Uganda	Cash transfers and COVID-19: Experiences from Kiryandongo Refugee Settlement, Uganda Survey								
2018	Uganda	WASH KAP Uganda Palorinya survey								
2021	Uganda	The Impact of a Graduation Programme on Livelihoods in Refugee and Host Communities in Uganda								
2021	Uganda	Can Development Aid Change Attitudes Toward Refugees? Experimental Evidence from Urban Microentrepreneurs in Uganda								
	Uganda	Improving Access to Labour Markets for Refugees: Evidence from Uganda								
2019	Uganda	WASH KAP Survey Kyangwali Refugee Camp, November 2019								
2019	Uganda	WASH KAP Survey Palabek Settlement (Refugees & Host Community), October 2019								
2018	Uganda	WASH KAP Survey, Kyangwali Refugee Settlement 2018								
2018	Uganda	WASH KAP Survey, Palorinya Refugee settlement zone 3 - 2018								
2018	Uganda	ARE OUR CHILDREN LEARNING? Uwezo learning assessment in refugee contexts in Uganda								
2017	Zambia	Livelihoods Programme Monitoring Beneficiary Survey								
2019	Zimbabwe	KAP WASH Survey in Tongogara Refugee Camp - 2019								
2017	Zimbabwe	Livelihoods Programme Monitoring Beneficiary Survey								
2017	Zimbabwe	Socioeconomic assessment of refugees in Tongogara camp 2017								

Sources: Questionnaires and reports for surveys, compiled by authors.

Notes: Grey signifies that the questionnaire could not be found, orange that the variable was not present, yellow that it was present in an incomplete fashion, and green that it was present.

7. Inclusion of migration and education elements in the household surveys of selected countries

Country	Year	Name	Disaggregation			Migration											Education											
			Disability	Assets	Expenditure	Mother Tongue	Birth Place	Nationality	Refugee Status	Ethnicity	Religion	Previous Residence	Migration in last X (6 to 12) months	Migration in last 5 years	Reason for Leaving	Destination	Attainment	Access	Remote Learning	Reason Not Attending	Progress	Literacy	Learning	Parental Support*	Safety	Support for Access	Education Expenditure	School Type
Bangladesh	2017	Household Income and Expenditure Survey																			?							
Colombia	2018	Gran Encuesta Integrada de Hogares																										
	2017	Encuesta Nacional de Lectura 2017																										
	2017	Censo de Habitantes de Calle 2017																										
DRC	2012	Livelihoods, Basic Services, Social Protection and Perceptions of the State in Conflict-affected Situations Household Survey 2012, First Round																										
Ethiopia	2020	COVID-19 High Frequency Phone Survey of Households																										
	2019	Socioeconomic Survey 2018-2019																			?							
	2016	Household Consumption Expenditure Survey 2015-2016																										
Iran	2018	Iranian Urban and Rural Household Income and Expenditure																										
Jordan	2018	Population and Family Health Survey 2017-2018																			?							
Lebanon	2019	Labour Force and Household Living Conditions Survey 2018-2019																										
Pakistan	2019	Pakistan Social and Living Standards Measurement Survey 2018-2019																										
Palestine	2016	Expenditure and Consumption Survey																										
	2013	Economic and Social Conditions Survey 2013																										
Sudan	2014	National Baseline Household Survey 2014																										
Syria	2009	Household Income and Expenditure Survey																										
Turkey	2017	Household Income and Consumption Expenditures Survey 2017																										
Uganda	2020	High-Frequency Phone Survey on COVID-19 2020-2021																										
	2019	Uganda National Panel Survey 2018-2019																										
	2017	National Household Survey 2016-2017																										

8. Inclusion of migration elements into Demographic and Health Surveys (DHS) by country, round and year

Country	Rounds	Years
Afghanistan	DHS-VI	2010
Albania	DHS-V, DHS-VII	2008-9, 2017-18
Angola	DHS-VII	2015-16
Armenia	DHS-VII	2015-16
Bangladesh	DHS-V, DHS-VII	2007, 2017-18
Benin	DHS-V, DHS-VI, DHS-VII	2006, 2011-12, 2017-18
Bolivia	DHS-I	1989
Brazil	DHS-II	1991
Burundi	DHS-VII	2016-17
Colombia	DHS-II, DHS-III, DHS-IV, DHS-VII	1990, 1995, 2000, 2015
Dominican Republic	DHS-III, DHS-IV, DHS-V, DHS-VI	1991, 1996, 2007, 2013
Egypt	DHS-II	1992
Eritrea	DHS-IV	2002
Ethiopia	DHS-VII	2016
Ghana	DHS-III	1993
Guatemala	DHS-IV	1998-9
Indonesia	DHS-I, DHS-II, DHS-VII	1987, 1991, 2017
Jordan	DHS-II	1990
Kenya	DHS-III, DHS-VII	1998, 2014
Lao People's Democratic Republic	DHS-VII	2017
Lesotho	DHS-VI	2009
Madagascar	DHS-VIII	2021
Malawi	DHS-VII	2015-16
Maldives	DHS-V	2009
Moldova	DHS-V	2005
Nepal	DHS-V, DHS-VI, DHS-VII	2006, 2011, 2016
Nicaragua	DHS-III, DHS-IV	1998, 2001
Pakistan	DHS-VI, DHS-VII	2012-13, 2017-18
Papua New Guinea	DHS-VII	2016-18
Paraguay	DHS-II	1990
Peru	DHS-I, DHS-II, DHS-III, DHS-IV, DHS-V, DHS-VI	1986, 1991-2, 1996, 2004-6, 2009
Philippines	DHS-III, DHS-VII	1998, 2017
Sudan	DHS-I	1989-1990
Tajikistan	DHS-VII	2017
Tanzania	DHS-VII	2015-16
Timor-Leste	DHS-VII	2016
Turkey	DHS-IV, DHS-VI, DHS-VII	1998, 2003, 2013, 2018
Uganda	DHS-VII	2016
Zambia	DHS-III, DHS-VI, DHS-VII, DHS-VII	1994, 2013-14, 2015, 2018

9. A review of access for key data source on refugee education

Data Sources	Access
UNHCR proGres	While there are locations where UNHCR is primarily responsible for registering refugees and entering data in proGres, there is a move towards increasingly sharing this responsibility with governments. Governments currently using proGres v4 could use the system as its central database for refugees, asylum seekers and stateless persons in their territory. The system ensures an automatic sharing of statistics with UNHCR and facilitates the state's responsibility to do so according to the 1951 Refugee Convention (article 35). Government and NGO partners may be granted read and write level access to proGres v4. These access rights are normally defined in data sharing agreements between UNHCR and partner organizations. The general public does not have access to this system. Application of proGres v4 started in 2015, the target is to have 90% of the v3 data in v4 by the end of 2021. Currently, there are 107 countries using proGres v4 and 27 operations still using proGres v3.
UNHCR REMIS	REMIS is designed to be interoperable with existing UNHCR platforms, extracting population figures from proGres to calculate enrolment rates according to age-appropriate population, and feeding information into results-based reporting tools. In practice though, this feature is not yet available. The data from REMIS is available to UNHCR and education partners, but not to the general public due to the sensitive nature of some of the information and data captured in the tool.
UNRWA CMF/EIE	Through the various reports and dashboards that are now available, UNRWA education staff can now track progress against these indicators over time. The indicators drawn from the UNRWA EiE Bank of Indicators, launched in 2019, are available on the Education in Emergencies page of the UNRWA website (UNRWA, 2021). CMF indicators are reported internally, and all relevant staff have access to the aggregate reports. Access to individual level data is highly controlled to ensure confidentiality and privacy of the children.
Administrative Data	Nearly all lower-income countries have some form of EMIS in place (UNESCO-UIS & GPE, 2020), but the extent to which EMIS data are accessible to the public, to what extent it is functioning and sharing data is varied. Many countries report aggregate level data on these webpages to provide an overview of the education system, and some countries even present school level data on websites that can be accessed by the general public (Balochistan EMIS, 2020a; Ministry of Education (Government of India), 2021). There are some cases where the data is reported by school level (e.g. India and some states in Pakistan (Balochistan EMIS, 2020b; Department of School Education and Literacy (Government of India), 2021a)[1]) to allow parents to search for schools or to find them on a map and others with report cards on the schools available (Department of School Education and Literacy (Government of India), 2021b). However, this is not common practice, with most LMIC countries sticking either to annual reports or having very little publicly available information[2]. Further, in both cases, aggregate and school level reporting is generally to a limited subset of indicators collected by EMIS and may be very delayed compared to collection of the data.

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1   Though you have to create an account to access in some cases, e.g. Balochistan. (Balochistan EMIS, 2020b)
2   As is the case in the DRC, Ethiopia, Jordan, Lebanon.

Data Sources	Access
Censuses	Most raw census data is difficult to obtain and many vetting processes are in place to ensure that it is only shared when necessary. Nevertheless, this data is used for policy decision and policymakers do have access to this data. For those outside the government, it is possible to get freely available globally harmonized census data through IPUMS-International (IPUMS International, 2021). This data is also used to calculate some indicators in the Migration Data Portal (IOM GMDAC, 2021) which calculates variables on secondary and tertiary education gaps as well as a not-in-education gap. However, much of this is not specific to refugees, and focuses more broadly on migration.
Household Surveys	Varied. See examples below.
MICS	MICS is easily accessible to the general public. To access the raw data, researchers need to create an account on the web page, which then needs to be verified. Once this is complete the raw, anonymized data can be downloaded from all rounds and countries where the data is currently available. Summary reports, available for each country, do not need an account to be downloaded, and contain useful summaries of the most pertinent findings. MICS surveys have been used for both policy and academic research for many years and have strong potential to influence policymakers at both national and global levels (UNICEF, 2021).
VASYR	Data for the 2016-2020 rounds can be accessed at the UNHCR data portal, where an account must be created and an application to request access submitted (with questions on researcher contact information, intended use of data, project completion date) (UNHCR, 2020). The reports for all years are accessible at the VASyR Hub (Inter-Agency Coordination Lebanon et al., 2021).
DHS	DHS data, like MICS, is used in a wide range of research. Access to DHS data is available for the general public. It is necessary to create an account on the web page, then register an account. Once the account is verified, data can be requested on a project-by-project basis (you must create a project and provide a description of what the goals of the project are, as well as listing any co-researchers). Summary reports for all countries and waves are available without the need to create an account.
Young Lives	There is easy access to reports and data via the dedicated website. There are a large number of papers written using the data (400 just from the team) that are publicly available. As a result of this, and that it is well known and runs for an extended period within the chosen countries, it has good potential to influence policy (Young Lives, 2021).

Data Sources	Access
ASER and UWEZO	ASER data, for both India and Pakistan, has been used for many research studies on assessing quality and equity outcomes at the primary and secondary levels of education (ASER Centre, 2020; ASER Pakistan, 2020) [3,] Data for Pakistan can easily be downloaded from the website (ASER Pakistan, 2021b) and the annual reports (ASER Pakistan, 2021a) ensure that the results are well disseminated. UWEZO data is widely used in the literature and widely known in the region, and access to older datasets and reports is easily achieved through the original website. There is nothing available beyond 2015 and later reports that are available from the Twaweza (UWEZO, 2019) web page. Data and reports may also be easily found for all partners on the PAL network website (PAL Network, 2021). The surveys administered to refugee learners in Uganda were not easily located and were not on the website, so some data may not be accessible or have wide dissemination.
Operational Data	Varied. Most data are accessible in the form of PDFs on various webpages or on the Humanitarian Data Exchange. The extent to which this data is used outside operations in unclear.
ILAs	Access is varied and depends on the assessment. Assessments that have easy access to data are PISA, TIMMS and PIRLS, where data (either in aggregate form or the full individual level dataset) can be accessed on their websites. Reports are also easily accessible for most of the assessments. Further, many of the larger assessments are done in collaboration with national governments and have high potential to inform policy.
National Examinations	Poor. Generally, this data is hard to access, though some countries produce an annual report of the results.
School-based Surveys	Access is good, with the various organizations responsible for these surveys providing at least the aggregate data on their webpages. Raw data access varies according to the survey.

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3   See (Akmal & Pritchett, 2019; Alcott & Rose, 2015; Tabarrok, 2013)DC","note":"issue: February\npublisher: Centre for Global Development\ncollection-title: Working Paper","publisher-place":"Washington, DC","title":"Learning Equity Requires More than Equality: Learning Goals and Achievement Gaps between the Rich and the Poor in Five Developing Countries","URL":"https://www.cgdev.org/sites/default/files/learning-equity-requires-more-equality-learning-goals-and-achievement-gaps.pdf","author":[{"family":"Akmal","given":"Maryam"},{"family":"Pritchett","given":"Lant"}],"issued":{"date-parts":[["2019"]]}}},{"id":164,"uris":["http://zotero.org/groups/2815592/items/B39KRJBS"],"uri":["http://zotero.org/groups/2815592/items/B39KRJBS"],"itemData":{"id":164,"type":"article-journal","abstract":"Students in private schools routinely outperform those in public schools both in the United States and around the world. But do private schools make students better or do they simply cream skim better students? In this article I take advantage of the remarkable fact that in many districts in India a majority of students attend private schools. As the private share of school enrollment increases, cream skimming becomes less plausible as the explanation for a higher rate of achievement in private schools. Evidence for cream skimming is found when the private share of schooling is low, in the range of 0–15%, and thus private schools have a large public pool from which to skim. But the private effect on achievement does not appear to diminish greatly even in districts where more than 70% of students are in private schools. Most importantly, mean scores taken over the entire population of students, private and public, increase with the share of private schooling. These findings support a significant productivity effect of private schools.","container-title":"Contemporary Economic Policy","DOI":"10.1111/j.1465-7287.2011.00286.x","ISSN":"1074 3529","issue":"1","page":"1–12","title":"Private education in india: A novel test of cream skimming","volume":"31","author":[{"family":"Tabarrok","given":"Alexander"}],"issued":{"date-parts":[["2013"]]}}},{"id":168,"uris":["http://zotero.org/groups/2815592/items/T2ABEV6B"],"uri":["http://zotero.org/groups/2815592/items/T2ABEV6B"],"itemData":{"id":168,"type":"article-journal","abstract":"It is increasingly recognized that there is a global learning crisis. This article investigates this learning crisis through a comparative analysis of rural India and Pakistan. Using data from each country's Annual Status of Education Report, it demonstrates that socioeconomic status and gender are important determinants of whether children are in school, the type of school they attend, and whether they are learning. While learning varies across schools, socioeconomic disparities predominate: disadvantaged children in private schools are learning less than more advantaged children in government schools. Gender also plays an important role, with disparities between boys and girls most pronounced among poorer children in Pakistan. In addition, while private tuition improves learning for all children, it does not resolve socioeconomic and gender disparities. The study indicates that policymakers need to focus on government schools since that is where most of the poorest children study and where learning levels are lowest. The fact that more advantaged children are learning in government schools indicates the role that such schools can play in education.","container-title":"Prospects","DOI":"10.1007/s11125-015-9350-5","ISSN":"15739090","issue":"3","note":"ISBN: 1112501593505\npublisher: Springer Netherlands\nPMID: 246","page":"345–363","title":"Schools and learning in rural India and Pakistan: Who goes where, and how much are they learning?","volume":"45","author":[{"family":"Alcott","given":"Benjamin"},{"family":"Rose","given":"Pauline"}],"issued":{"date-parts":[["2015"]]}}}],"schema":"https://github.com/citation-style-language/schema/raw/master/csl-citation.json"} for examples.

10. Age, gender and disability disaggregation tool examples

1.1. Washington Group Questions Sets

WG Short Set on Functioning Questions

Preamble to the WG-SS:

Interviewer read: "The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM."

VISION

VIS_SS   [Do/Does] [you/he/she] have difficulty seeing, even if wearing glasses? Would you say… [*Read response categories*]

1. No difficulty
2. Some difficulty
3. A lot of difficulty
4. Cannot do at all
7. *Refused*
9. *Don't know*

More can be found here: https://www.washingtongroup-disability.com/fileadmin/uploads/wg/Documents/Questions/Washington_Group_Questionnaire__1_-_WG_Short_Set_on_Functioning.pdf

1.1. Washington Group Child Functioning Module

HEARING

CF4.   Does (*name*) use a hearing aid?

1. Yes
2. No   (Skip to **CF6**)

CF5.   When using his/her hearing aid, does (*name*) have difficulty hearing sounds like peoples' voices or music? Would you say… [*Read response categories*]

1. No difficulty
2. Some difficulty
3. A lot of difficulty
4. Cannot do at all
7. *Refused*
9. *Don't know*

     (Skip to **CF7**)

More to be found here: https://www.washingtongroup-disability.com/fileadmin/uploads/wg/Documents/Washington_Group_Questionnaire__5_-_WG-UNICEF_Child_Functioning_Module__ages_5-17_.pdf

11. EGRIS recommendations for variables for identifying refugees (UN & Eurostat, 2018)

11.1 Variables to be collected to identify the refugee

<u>Basic classificatory variables</u>

1. Age or date of birth
2. Sex
3. Country of birth
4. Country of citizenship (including stateless, undetermined status and multiple citizenship)
5. Date of arrival in host country
6. Reason for migration (see Question 5 in Section 11.2)
7. Country of previous or last residence (for both refugees in the country and refugees returning to the country of citizenship)
8. Date of first displacement/leaving previous country of habitual residence
9. Parents' refugee statuses
10. If an unaccompanied child (under the age of 18 years and separated from both parents or legal guardian)
11. Legal residential/international protection status as applicable to the national context

11.2 Core questions for population census or HH survey

1. Country of birth
2. Country of citizenship
3. Acquisition of citizenship
4. Year or period of arrival in the country
5. Reason for migration, with response categories:
   a) Employment (including military service)
   b) Education and training
   c) Marriage, family reunification or family formation
   d) Forced displacement (refugees, asylum seekers, temporary protected status, others)
   e) Other

Based on these questions it is possible to identify migrants, refugees, refugee returnees, and others. For example, according to United Nations' Handbook on Measuring International Migration through Population Censuses a "person must satisfy the following conditions to be considered as an *immigrant* of a country in the context of population flows:

- entering the country by crossing the border
- having been a usual resident of another country before entering or not a usual resident of the country when entering
- staying or intending to stay in the country for at least one year.

A person must satisfy the following conditions to be considered as an *emigrant* of a country in the context of population flows:

- leaving the country by crossing the border
- having been a usual resident of the country
- staying or intending to stay in another country or abroad for at least one year." (UN & Eurostat, 2018, p.209)

In this context, de-facto refugee status can be identified as someone who was forcibly displaced across borders. And, if the specific options offered in question 5d are presented, then legal protection status may also be identified.

11.2 EMIS Questions

EMIS when student level should, at a minimum, ask about country of citizenship and country of birth and/or mother tongue, though the full set of questions in 11.2 would be more suitable. Those where school level data is collected should aim to do same but, if this is not, disaggregate by refugee/non-refugee status and mother tongue (keeping in mind the associated protection risks). See Box 3 in the paper for more details.

12.   References for appendices

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