REFUGEE EDUCATION
RESEARCH DIGEST

The Education Research Digest features the latest evidence on refugee education, with a focus on thematic areas. The digest aims to provide a balanced and comprehensive overview of the current state of knowledge and practice on each thematic area, as well as to identify gaps and priorities for future research and action. The recommendations for policy and practice and research made in this digest are taken from the cited literature. They reflect the findings of the authors of the literature and should not be interpreted as recommendations made by the authors of the digest or endorsed by UNHCR. The digest presents a brief overview of the main findings from a number of relevant publications, from academia and grey literature, with links to the full texts (where available). The publications covering are selected based on criteria such as relevance, quality, timeliness and diversity of sources and perspectives. The second and third parts of the digest include information on relevant resources and forthcoming events on refugee education.

Latest Research

IN BRIEF

Teachers of refugee children opening up dialogic spaces across interruptions and change

<u>Author, Publication, Year</u>: Karsli-Calamak., E. & Mazzanti, C., *Early Childhood Research Quarterly*, 2025

<u>Abstract</u>: In this research, the authors examine the understandings of early childhood teachers who are deeply committed to their work with refugee children and families in Türkiye. Using teacher interview data collected over two years as part of a four-year longitudinal ethnographic study, authors draw on philosophical hermeneutics as a theory

Jin Davod supports refugee mental health in Türkiye
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of understanding to analyze how this process unfolds for educators working with refugee communities. The authors found that teachers demonstrate a fluid process of understanding that upholds the intricacies of forced displacement and supporting refugees across contexts. All teachers try to hold multiple perspectives and recognize the complexity of the situation, foregrounding a critical evaluation of political discourses about refugees and a sense of scarcity about the current realities and economic constraints. Teachers' understandings are

determined by four main factors that interrupt their worldviews and experiences with refugee students: anti-immigrant and political discourses, scarcity, sorrow, and the scrutinizing of the notion of belonging. Authors note (1) the importance of teachers' understanding processes as both a core and underrecognized resource in supporting refugee students, and (2) the need to foster dialogic and humanizing stances for teachers to understand and adapt to the dehumanizing realities and constant changes that war and forced displacement bring to their classrooms.

Recommendations for policy and practice:

Provide teacher support for reflective practice: Create safe, structured spaces within professional development (PD) programmes for teachers to openly explore and reflect on their conflicting views around refugee inclusion, especially in politically volatile environments.

Address economic scarcity as a pedagogical barrier: Integrate socio-economic well-being assessments into teacher support frameworks and provide hardship stipends or additional allowances for teachers in high-refugee-density regions.

Dialogic teacher–parent engagement models in refugee communities: Develop and implement dialogic engagement models (e.g., structured home visit protocols, bilingual family workshops) that promote mutual understanding and dissolve stereotypes.

Belonging in curriculum and school policy: Introduce locally adapted curriculum content and school-wide messaging that recognizes refugee students as co-creators of the community, not temporary guests.

Emotional resilience programmes into early childhood teacher training: Embed emotional well-being modules, trauma-informed practices, and grief processing tools into pre-service and in-service teacher education.

Recommendations for research:

Understand impact of teachers' emotional well-being on their equity practices with refugees: Conduct longitudinal mixed-method studies that examine how emotional fatigue, sorrow, and perceived community loss among teachers affect their day-to-day pedagogical choices and social inclusion efforts for refugee children.

Explore long-term effects of teacher–refugee family dialogues on bias reduction: Conduct comparative case studies or randomized controlled trials (RCTs) to assess how sustained, dialogic engagement with refugee families (e.g., through home visits or co-learning activities) changes teacher perceptions and practices over time.

Pedagogical adaptations in economically scarce, high-refugee-enrolment schools: Use ethnographic or design-based research to document and analyze how teachers improvise curriculum and resource use under economic duress while supporting refugee learners.

Identity shifts in teachers working long-term with refugees: Use narrative inquiry and participatory methodologies to trace how teachers' identities—as citizens, professionals, and political actors—evolve through prolonged engagement with refugee students.

Link: Download article [pdf]

Tag: Pre-Primary Education / Basic Education / Emergencies

IN BRIEF

Connected learning as collaboration and psychosocial support: a critical reflection on a bridging programme for refugees in Uganda

<u>Author, Publication, Year</u>: Reynolds, A., et al., *Journal of Interactive Media in Education*, 2025

<u>Abstract</u>: Uganda currently hosted approximately 1.7 million refugees in 2024, one of the highest figures in Sub-Saharan Africa. Refugees largely live in rural based settlements within 12 districts alongside host communities and only 8% reside in Kampala. This paper explores the bridging programme Foundations for All, designed to provide access to higher education for refugees. Through critical reflections of the overall programme gleaned from interviews with teachers and students, authors focus on two discrete elements of this project – the collaborative practices of the disparate project partners and the embedded psychosocial support – and discuss how these two elements might inform the further conceptualization of connected learning in refugee education contexts. The main findings highlight the central role of psychosocial support and collaborative partnerships in the success of refugee education programmes. Psychosocial care, integrated both as a standalone course and

Psycho-social workshop for refugee women in Uganda
© UNHCR/Nakivale Refugee settlement

throughout the curriculum, was found to be essential for student well-being and academic engagement, particularly in contexts of trauma and displacement. The research also emphasizes that meaningful collaboration among international and local partners requires intentional efforts to manage digital communication, address power imbalances, and prioritize relationship-building. Additionally, the study underscores the importance of adapting technologies and teaching methods to local infrastructure realities. The programme's alignment with Uganda's Mature Entry exam demonstrated both the opportunities and constraints of formal academic pathways for refugees, suggesting the need for broader access strategies.

Recommendations for policy and practice:

Include psychosocial support as a core curriculum component: Design and implement a mandatory, context-specific psychosocial support module (e.g. "Understanding Myself and Others") into all connected or blended learning programmes for refugee learners, especially during the first weeks of instruction.

Localise digital infrastructure with minimal tech solutions: Replace or supplement university-standard LMS platforms with offline-first, low-bandwidth tools like Kolibri that are accessible on basic devices and adaptable for hybrid delivery in low-resource settings.

Formalise participatory curriculum co-design with refugees: Institutionalise the inclusion of refugee student-researchers in course design teams, not just as participants but as co-designers, to ensure learning materials reflect lived experiences and relevant goals.

Fund and institutionalise collaborative management structures: Support the building of project teams with shared governance models and dedicated resources for frequent cross-partner communication (including one-

on-one check-ins), using accessible tools (WhatsApp, Zoom, voice notes), with clear expectations for decision-making input.

Recommendations for research:

Examine power dynamics in global North–South educational collaborations: Examine how digital communication tools (e.g. WhatsApp, Zoom) either mitigate or reinforce hierarchies between Northern and Southern partners in transnational connected learning projects.

Explore role of refugee student-researchers in co-design: Explore the pedagogical and research impact of involving refugee learners as co-researchers and co-designers in curriculum development, especially in fragile contexts.

Explore curriculum design trade-offs between access and aspirations: The article emphasizes the importance of studying how preparing refugees for formal university entry exams (like Makerere's Mature Entry) might unintentionally exclude more context-appropriate pathways such as vocational training or employment preparation—and how curriculum design can be more inclusive.

Link: Download article [pdf]

Tag: Tertiary Education / Emergencies / Connected Education

IN BRIEF

Refugee learning centre in Indonesia: a habitat for refugee well-being in transit

Author, Publication, Year: Karlin, G., & Kang, H., *European Journal of Education*, 2025

Abstract: Although students' well-being is widely researched in educational settings, little is known about how educational contexts influence the sense of well-being experienced by refugee students in transit countries. This case study examined how a refugee learning centre in Indonesia helps cultivate refugee students' sense of well-being in different forms of capital. Data derived from public-facing multimodal sources included the centre's annual reports, staff and students' written narratives, digital stories on social media, and other artefacts; specifically, eight annual reports, twenty written narratives, thirteen videos, ninety social-media posts, and ten archival documents (with forty photographs) were reviewed. A qualitative content analysis (QCA) illuminated the interconnected forms of resources enacted in the refugee learning centre for facilitating refugee students' subjective well-being, such as accredited education programmes, English-medium instruction, and extracurricular activities for cultural capital; inclusive support systems and teacher support for social capital; and job-related skills through volunteer opportunities for economic capital. This study not only broadens understanding of the connection between acquiring capital and the subjective well-being of refugees but also contributes to the dearth of literature on

Indonesia. Rohingya children are learning in the camp.
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refugee education in Indonesia. The implications for research, policy, and practice emphasise how stakeholders can implement comprehensive programmes and strategies that integrate different resources to cultivate refugee students' well-being and to further examine, sustain, and scale such programmes in Indonesia and possibly elsewhere.

Recommendations for policy and practice:

Scale up accredited secondary pathway programmes in transit countries: There is a need to establish or partner with recognized online institutions (like GED or Elite Open School) to provide internationally accredited secondary education to refugee learners in transit countries.

Formalize volunteer apprenticeship and skill development programmes: Create structured volunteer and apprenticeship tracks within learning centres where refugees can take on roles like coordinators, assistants, or interns.

Develop social capital through community engagement and mentorship networks: Design programmes that pair refugee students with mentors, peer supporters, and community-based extracurricular activities (e.g., robotics, art exhibitions, environmental clean-ups).

Psychosocial support and safe space design into learning centres: Require refugee learning centres to include psychosocial support systems, such as trained counselors, safe and inclusive environments, and mental health-focused programming.

Recommendations for research:

Long-term outcomes of accredited pathway programmes: Future research should examine how participation in GED or Elite Open School (EOS) programmes impacts refugees' access to tertiary education and employment in resettlement countries.

Explore refugee-led pedagogical models versus NGO-led models: Compare the educational effectiveness and student well-being outcomes of centres led by refugee educators versus those run by mixed-staff (local and international).

Impact of structured volunteer roles on refugee skill acquisition: Future studies are needed on how specific volunteer/apprenticeship positions (e.g., teaching assistants, media team, business interns) contribute to practical skill-building and self-efficacy.

Link: Download article [pdf]

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

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IN BRIEF

Loneliness, lack of support, and educational challenges: teachers' experiences working with refugee children

Author, Publication, Year: Lunina, S. & Jurgilė, V., *Frontiers in Education*, 2025

Abstract: For the first time, Lithuania has faced an influx of refugee families with children, hence, there is limited research in the education of refugee children in Lithuania. Focus had largely been on the integration and socialization of refugees, with little attention paid to the education of refugee children in early childhood education settings. This paper aims to explore the experiences of Lithuanian teachers who received refugee children in their classes without any prior information or adequate preparation after the war started. A qualitative study was carried out between September and November 2022 using in-depth, semi-structured online interviews with ten preschool teachers

actively working with refugee children. Participants were recruited via convenience and snowball sampling. Each one-hour interview was audio-recorded, transcribed verbatim, and anonymized. Data were analyzed through thematic analysis—comprising familiarization with transcripts, systematic coding, identification and refinement of themes, and synthesis of representative quotes to explore: 1) What are the experiences of preschool teachers working with children with refugee status?; 2) What challenges do preschool teachers face?; and 3) How do preschool teachers work with refugee children without official guidelines prepared by the State of Lithuania? Using thematic analysis, the study found that pre-school teachers faced different educational challenges including the lack of foreign language skills, cultural differences, and lack of support from professionals when working with refugee children. The study found that teachers were intensively choosing self-initiated learning to improve their professional knowledge in order to ensure a quality education process for refugee children in early childhood education institutions. Teachers independently searched for suitable materials for the education of refugee children and adapted existing programmes and guidelines to refugee children in their groups.

Recommendations for policy and practice:

National early childhood curriculum supplement for refugee children: Design and implement a national supplement to the early childhood education curriculum tailored to the psycho-social and developmental needs of refugee children. This can include, trauma-informed teaching strategies, language acquisition, and guidelines on social-emotional support.

Deploy on-site interpreters or mobile language support teams: Establish a regional pool of interpreters or deploy mobile language support teams (using apps or in-person translators) to pre-primary schools receiving refugee children. These should be coordinated centrally to support real-time communication with children and families.

Fund school-based psycho-social support and peer mentorship: Provide dedicated funding for school-based psychologists and establish peer support groups within each preschool cluster. Additionally, create teacher mentorship networks (experienced teachers mentoring others on refugee integration) to promote shared learning and emotional support.

Recommendations for research:

Longitudinal impact of teacher-led adaptations on refugee child outcomes: Launch longitudinal mixed-methods studies tracking refugee children's social-emotional and academic development in classrooms where teachers use self-designed adaptations. Analyze how these informal strategies impact school readiness, well-being and integration into mainstream schooling.

Study the psychological toll on educators working with war-affected children: Initiate psychosocial impact studies on teachers working with refugee children. These studies should: Quantify psychological stress levels and burnout risk, identify coping strategies and protective factors, and evaluate the impact of targeted psychological support (e.g., peer debriefing, mental health workshops).

Map and compare refugee family engagement strategies in early childhood settings: Conduct comparative case studies of different schools and kindergartens to identify effective refugee parent-teacher engagement strategies, use of multilingual communication tools (e.g., apps, visuals, translators) and practices that build trust and improve educational continuity.

Link: Download article [pdf]

Tag: Pre-Primary Education / Basic Education / Emergencies

IN BRIEF

Refugee education for living well in a world worth living in

Author, Publication, Year: Kaukko, M., et al., *Teachers and Teaching*, 2025

Abstract: Like all education, refugee education is prefigured by the cultural, material and political conditions of broader societal contexts and realised in local classroom practices. Utilising Habermas's notion of system and lifeworld and theories of practice, this article explores how teachers in Finnish, South African, and Australian schools work towards the double purpose of education; that is, supporting refugee students to live a good life in a world that is worth living in for all. The authors' focus is on the teachers' visions of what they are doing, and how these practices are impacted by the larger contexts in which students live. The findings drawn from video data, qualitative interviews and classroom observations show that teachers understand that refugee students will face barriers in their national systems and aim, through their pedagogical practices, to bridge students' lifeworlds and educational system demands. The main findings of the study reveal that exemplary teachers working with refugee students across Finland, South Africa, and Australia actively navigate tensions between rigid education systems and the lifeworlds of their students by adapting their practices to affirm students' identities, experiences, and needs. These teachers draw on deep knowledge of their students' cultural and personal backgrounds to create inclusive, responsive pedagogies that are both emotionally supportive and academically rigorous. Their work often involves strategic negotiation with system-level constraints—such as standardized testing or inflexible curricula—while fostering strong, trust-based relationships with families and communities. The study emphasizes that these practices are only possible when teachers have sufficient autonomy, supportive leadership, and time to deeply engage with their students' lifeworlds, highlighting the crucial role of educators as mediators between students and often alienating school systems.

Recommendations for policy and practice:

Institutionalize teacher autonomy and practice flexibility in refugee education: Establish national and local policies that protect and promote teacher autonomy. Allow educators flexibility to adapt curriculum pacing, assessment formats, and teaching materials to reflect refugee students' prior knowledge, languages, and lived experiences.

Embed "funds of knowledge" into curriculum development and classroom practice: Develop curriculum guidance that explicitly requires educators to incorporate students' cultural, linguistic, and experiential assets. Support this with teacher training and curricular examples from diverse cultural contexts. Include mechanisms for students and families to co-create or inform curriculum content.

Provide structured opportunities for refugee family engagement: Establish low-barrier, culturally responsive communication channels (e.g. multilingual call-ins, parent liaisons, home visits) between schools and refugee families. Allocate specific teacher time and resources to maintain these relationships. Remove reliance on online-only platforms which may exclude parents unfamiliar with the education system or technology.

Reform accountability and assessment systems to be inclusive of multilingual learners: Redesign assessment policies to allow formative, multilingual, and multimodal assessments that value knowledge in any language and format. Permit exemptions from high-stakes testing for newly arrived refugee learners unless assessments are directly tied to access to services or progression.

Recommendations for research:

Investigate how teachers successfully navigate and resist systemic constraints: There is a need to study mechanisms of everyday resistance and compliance by refugee educators—how, when, and why teachers navigate, negotiate, or challenge education system demands that are incompatible with inclusive refugee education. This should include how their autonomy is supported (or curtailed) by leadership or policy.

Explore the role and impact of non-dominant knowledge in curriculum and assessment: Future studies should examine how integrating refugee students' home, cultural, and experiential knowledge into curriculum affects their academic progression, engagement, and identity development.

Lifeworld–system tensions across diverse education systems: Conduct cross-country comparative studies using the lifeworld–system framework to analyze how these tensions manifest differently (e.g., South Africa vs. Finland), and what institutional arrangements mitigate or intensify these conflicts in refugee education.

Longitudinal outcomes of refugee students transitioning from preparatory to mainstream education: Conduct longitudinal mixed-methods research on refugee students' academic, social, and emotional outcomes post-transition from preparatory to mainstream classes. Focus on what school practices sustain or hinder belonging and progress after the initial support phase.

Link: Download article [pdf]

Tag: Basic Education / Secondary Education / Emergencies

IN BRIEF

Determinants of refugee children's language comprehension difficulties: evidence from Lebanon, Türkiye and Australia

Abstract: This article examines the determinants of Syrian refugee students' language comprehension difficulties in Lebanon, Türkiye and Australia, three host countries offering refugees different types of legal status (short-term, medium-term and long-term legal settlement). To understand the influence of legal status and its corresponding educational paradigm on the difficulties refugee children encounter when learning in a foreign language, the authors employed a mixed-methods comparative approach. Investigating the micro, meso and macro dimensions that shape refugee children's language comprehension difficulties, the authors surveyed 945 (52% female, 48% male) middle school refugee students and interviewed parents, teachers and principals. Their quantitative findings highlight the significance of the length of time spent in the host country and that school segregation significantly

UNHCR livelihood support for returning Syrian refugee
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mitigates language comprehension difficulties by allowing targeted in-language support. The qualitative findings of this study reveal the importance of language provision and residency conditions, which are shaped by macro-level policies. The study emphasizes the need for a comprehensive and holistic approach that addresses distinct

dimensions of refugees' livelihoods in order to surmount the challenges refugee children face when studying in a foreign language.

Recommendations for policy and practice:

Integrate language support with social integration strategies: Embed language support within integrated school settings, avoiding refugee-only classrooms.

Prioritize language support early and continuously: Tailor early-grade transition pathways that include foundational language instruction and scaffolded re-entry into mainstream subjects.

Allow refugee teachers to use transitional languages: Policies should formally support bilingual transitional instruction, especially in contexts where refugee children face sudden shifts in the medium of instruction.

Develop education plans that match settlement policy: For short-term or uncertain settlement contexts (e.g. Lebanon), ensure curriculum flexibility and certified transitional learning pathways that can be transferred across borders. For longer-term settings (e.g. Türkiye, Australia), invest in multilingual, culturally sustaining language programmes embedded in public education systems.

Recommendations for research:

Impact of segregated vs. integrated schooling on long-term language outcomes: Future research should track refugee students across time, comparing those in segregated vs. integrated models to assess impacts on: Language proficiency, social cohesion, educational attainment and transition to secondary/higher education.

Effectiveness of language support interventions beyond instructional hours: Future research should unpack the content, quality, timing, and context of these interventions—i.e., what kind of support works, for whom, and when.

Assess the interplay between legal status, socioeconomic conditions, and language learning trajectories: Research should investigate how legal insecurity (e.g., lack of residency rights or work permits) interacts with education access and language learning efforts.

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IN BRIEF

Doomed to fail? a qualitative exploration of teachers' perspectives on refugee students' access to education and educational experiences in Greece

<u>Author, Publication, Year</u>: Stathopoulou, T., et al., *Genus*, 2025

UNHCR's Greek language lessons in Greece
© UNHCR/Socrates Baltagiannis

<u>Abstract</u>: Equitable educational opportunities, in terms of access to quality education and resources in the host countries, are crucial to the individual personal development of refugee minors, promoting psychosocial well-being and resilience despite significant adversity. Meanwhile, participation in the education system of the host country facilitates social integration. This qualitative study explored teachers' views on factors influencing access to education and educational experiences of refugee students aged to 12- to 18 years in Greece. Authors convened two hybrid focus groups (total N = 19 teachers: 16 women, 3 men)—the first with 10 educational professionals (seven reception-class teachers and three school administrators) and the second with nine non-formal education instructors—recruited via convenience sampling through public schools serving refugee students and NGOs. The focus groups examined teachers' views on the positive and negative factors affecting refugee minors' access to education and educational experiences. Thematic analysis resulted in three main themes: (a) institutional barriers, (b) the pivotal role of an inclusive school culture, and (c) the reception class as a transitional space. Findings indicate that meaningful inclusion in terms of access to education, appropriate teaching, and a supportive learning environment remains elusive in Greece for students with refugee backgrounds, given that their educational experiences are usually limited to participation in reception classes designed almost exclusively to teach the host country's language. Although, reception classes can indeed serve as an effective transitional space for refugee minors, facilitating school achievement, well-being, and social integration, they must be complemented by a long-term and broadened education policy that actively promotes refugee minors' social inclusion in regular school classes alongside their native peers.

Recommendations for policy and practice:

Systematic training for all teachers in refugee education: Authorities should embed mandatory, pre-service and in-service training on refugee-responsive teaching, trauma-informed practice, and translanguaging approaches into national teacher training curricula for both general and reception teachers.

Flexible and differentiated curricula in secondary education: Introduce flexible curriculum pathways that allow differentiated assessments, tailored language instruction, and bridging courses for late arrivals, especially in upper secondary schools.

Timely and equitable school enrolment across regions: There is need for authorities to enforce real-time school placement policies with digital monitoring systems, and expand upper secondary capacity on islands. Guarantee access regardless of legal status, with priority protocols that minimize waiting times.

Recommendations for research:

Explore the impact of reception class design on long-term educational outcomes: Conduct longitudinal studies comparing refugee students who transition through reception classes versus those directly integrated into general education, assessing outcomes like retention, academic achievement, language acquisition, and psychosocial well-being.

Compare models of school collaboration between reception and general education teachers: Analyze collaborative teaching models (e.g., co-teaching, team planning) in schools with high refugee enrolment to identify effective mechanisms for teacher cooperation, and assess how this affects student inclusion and engagement.

Understand role of intercultural schools and inclusive practices as scalable models: Conduct comparative case studies of intercultural vs. mainstream schools to document scalable inclusive practices (e.g., mixed-group projects, peer mentoring, participatory pedagogy), and determine their effectiveness in refugee student outcomes.

Implications of transit countries on refugee students' educational aspirations: Explore how transit-country status shapes refugee students' educational decision-making, dropout intentions, and long-term aspirations, and examine adaptive policy or curricular responses for these highly mobile learners.

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Tag: Basic Education / Emergencies

IN BRIEF

Why curriculum and culturally responsive teaching is important in the education of refugee children: some suggestions from the field

Author, Publication, Year: Karabacak, N., et al., *Social Policy and Society*, 2025

Abstract: This study attempted to understand whether i) the educational curriculum was adjusted in state primary schools to meet the educational needs of Syrian refugee children in Türkiye; ii) whether in-service training related to refugee children's education was provided, and iii) what the educational needs of refugee students were. The sample was composed of 294 primary school teachers and 372 Syrian refugee students. Data were analysed with SPSS 24 and converted to percentage and frequency tables. The results indicate that the central curriculum and the teacher competencies were inadequate to meet the educational needs of the refugee children. Findings reveal that fewer than one in five teachers reported that curricula or instructional materials incorporated cultural diversity or supported intercultural education, and more than 60 percent had not participated in any professional development on refugee pedagogy. Essential support measures—such as integrated or additional individual and group instruction, mentoring, alternative assessments, intercultural programmes, and systematic language preparation—were largely absent, and fewer than 20 percent of schools offered bilingual or preparatory language instruction. Student profiles indicated that refugee learners typically came from large, low-income families with limited parental education, often lived in overcrowded rental housing without private rooms, and had minimal preschool experience. Nonetheless, over 60 percent expressed very positive attitudes toward school, more than 40 percent consistently completed homework, and approximately 75 percent maintained regular attendance, with strong family encouragement to continue formal education. These results underscore significant gaps in curricular adjustments, teacher competencies, and support

services, and point to an urgent need for culturally responsive curriculum reforms, targeted in-service training, and comprehensive language support programmes tailored to refugee learners.

Recommendations for policy and practice:

Preparatory and transitional support classes: Implement structured preparatory classes (e.g. bilingual or monolingual bridging programmes) to build academic language skills before transitioning refugee students into mainstream classrooms. These classes should include differentiated materials, gradual bilingual instruction, and psychosocial support to ease integration.

Embed culturally responsive content into the core curriculum: Revise national curriculum frameworks to integrate units, examples, and assessment tasks that draw on refugee students' languages, histories, and traditions—making learning more relevant and engaging for all learners.

Mandate and fund in-service training on refugee-centred pedagogy: Institute compulsory, government-funded workshops on trauma-informed practice, intercultural communication, and differentiated instruction strategies, with follow-up coaching in the classroom.

Deploy dedicated intercultural liaison staff in schools: Hire trained intercultural support officers to act as family liaisons—coordinating home-school communications, organizing parent outreach in refugees' native languages, and linking families to community services.

Recommendations for research:

Comparative studies across educational stages and regions: Design multi-site case studies in primary, secondary, and vocational schools across several Turkish provinces to identify how age/grade level and local context shape refugee students' experiences and needs.

Methodological diversification: Develop and pilot mixed-method protocols that pair standard inventories with classroom observations, focus groups, and digital learning analytics, in order to triangulate teacher- and student-reported needs with direct evidence of engagement and learning.

Ethnographic and phenomenological inquiries: Conduct longitudinal ethnographies and phenomenological interviews with refugee children and their families to surface how cultural capital, trauma histories, and household dynamics influence educational trajectories over time.

Evaluation of language-support interventions: Implement quasi-experimental studies comparing different language-support models—such as monolingual preparatory classes, gradual bilingual transition programmes, and fully bilingual instruction—to measure impacts on Turkish proficiency, classroom participation, and academic achievement.

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Tag: Basic Education / Emergencies

Additional Reading

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

Jabarkhail, S., Madsen, J., & Jabarkhail, N. (2025). Refugees educational challenges and opportunities: a case study of Afghan refugees in Tajikistan. *Intercultural Education*, 1-23.

Koehler, C. (2025). Revisiting refugee education findings of the multi-country partnership to enhance the education of refugee and asylum-seeking youth in Europe-PERAE. *Intercultural Education*, 1-19.

Kwon, J., Yu, H. M., & Jung, S. E. (2025). Perceptions and readiness of early childhood pre-service teachers for refugee education. *Journal of Early Childhood Teacher Education*, 1-23.

Manoli, P., Mpentai, L., & Stellakis, N. (2025). Teachers' lived experiences and practices regarding literacy teaching to refugee preschoolers at Reception and Identification Centres. *Journal of Early Childhood Teacher Education*, 1-21.

Matthews, J., & Maire, Q. (Eds.). (2025). *A Modern Guide to Refugee Education*. Edward Elgar Publishing. https://www.elgaronline.com/edcollbook/book/9781803928401/9781803928401.xml

Muszyńska, B., & Stewart, M. A. (2025). When Language and Literacy Touch Our Hearts: Implications for Refugee Education from a Biliteracy Stance. *Journal of Language, Identity & Education*, 1-18.

RESOURCES

UNHCR Regional Bureau for West and Central Africa Education Newsletter Q1 2025

Education Cannot Wait. State of Education for Crisis-Affected Children and Adolescents: Access and Learning Outcomes, Global Estimates 2025

Journal of Interactive Media in Education, Connected Learning in Contexts of Forced Displacement 2025

Secondary Education Working Group, National policy openings that increase forcibly displaced adolescent and youth enrollment and retention in secondary education 2024

EVENTS

INEE Webinar
On the Precipice of Progress: National policy openings that increase forcibly displaced adolescent and youth enrollment and retention in secondary education
Organiser: UNHCR, Plan International, SEWG
Date: April 29, 2025
Location: Online

INEE webinar
"Holistic Learning Outcome Measurement in Mauritania" – presentation of findings
Organiser: INEE, UNHCR
Date: March 6, 2025
Location: Online
Access recording here

Acknowledgements

Contact

Seun B. Adebayo

Pedagogical and Digital Inclusion Officer

DRS, Education Section

Email: adebayo@unhcr.org

Cirenia Chávez Villegas

Education Officer

DRS, Education Section

Email: chavezvi@unhcr.org