

**EDUCATION FOR REFUGEE LEARNERS IN INDIA: VISUALIZING
POLICY-ORIENTED INNOVATION AND TECHNOLOGICAL
APPROACH FOR INCREASING ACCESS.**

RESEARCH PROJECT SPONSORED BY



NATIONAL HUMAN RIGHTS COMMISSION

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List of International and Municipal Legal Materials

International Legal Materials

1. Convention against Discrimination in Education (UNESCO General Conference 11th session, 14 November 1960)
2. Convention on the Rights of the Child (United Nations General Assembly Resolution 44 (XXV) of 20 November 1989)
3. Convention Relating to the Status of Refugees (189 United Nations Treaty Series, 1951)
4. International Covenant on Civil and Political Rights (United Nations General Assembly Resolution 2200A (XXI) of 16 December 1966)
5. International Covenant on Economic, Social and Cultural Rights (United Nations General Assembly Resolution 2200A (XXI) of 16 December 1966)
6. OAU Convention Governing the Specific Aspects of Refugee Problems in Africa (14691 United Nations Treaty Series, 1969)
7. Protocol Relating to the Status of Refugees (606 United Nations Treaty Series, 1967)
8. Universal Declaration of Human Rights (United Nations General Assembly Resolution 217(III)A, 1948)

Municipal Legal Materials

1. Foreigners from Uganda Order, 1972 (The Gazette of India, Extraordinary, Part II, Section 3, Subsection I, No. 268, October 20, 1972)
2. Foreigners Order, 1948 (India)
3. Order No. DE.23(363)/Sch.Br./2017/880-885, Government of National Capital Territory of Delhi Directorate of Education: School Branch, 28 April 2017.
4. Passport (Entry into India) Act, 1920 (Act No. XXXIV of 1920, India)
5. The Citizenship (Amendment) Act, 2019 No. 47 Of 2019
6. The Citizenship Act, 1955 (Act No. LVII of 1950, India)
7. The Constitution of India, 1950
8. The Foreigners Act, 1946 (Act No. XXXI of 1946, India)
9. The Refugee Act, 1980 (US public law 96-212)
10. The Refugee Act, 2021 (Kenya No. 10 of 2021) Kenya Gazette Supplement No. 210 (Acts No. 10)

11. The Registration of Foreigners Act, 1939 (Act No. XVI of 1939, India)
12. The Registration of Foreigners Rules, 1939 (India)
13. The Right of Children to Free and Compulsory Education Act, 2009 (India Act No.35 of 2009)

List of Abbreviations

ALP	-Accelerated Learning Programme
DAFI	-Albert Einstein German Academic Refugee Initiative
BLN	-Basic Literacy and Numeracy
BHER	-Borderless Higher Education for Refugees
BOSCO	-Bosco Organisation for Social Concern and Operation
CTSA	-Central Tibetan School Administration
CAA	-Citizenship Amendment Act
CCTE	-Conditional Cash Transfer for Education
CRC	-Convention on the Rights of the Child
ECHO	-European Commission Humanitarian Aid
RESP	-Refugee Education Support Program
ETAS	-Ethnic Minority and Traveler Service
FCA	-Finn Church Aid
FDMN	-Forcibly Displaced Myanmar Nationals
FRO	-Foreigners Registration Officer
GDMN	-General Directorate of Migration Management
ICT	-Information Communications Technology
INS	-Instant Network School
ICRC	-International Committee of the Red Cross
ICESR	-International Covenant on Economic, Social, and Cultural Rights
IRC	-International Rescue Committee
KICD	-Kenya Institute of Development
LCFA	-Learning Competency Framework and Approach
LTV	-Long Term Visa
LWF	-Lutheran World Federation
WIK	-Windle International Kenya
MoFLSS	-Ministry of Family, Labour and Social Services
MoNE	-Ministry of National Education
MCP	-Myanmar Curriculum Pilot
NIOS	-National Institute of Open Schooling
NGO	-Non-governmental Organisation

PRIMES	-Population Registration and Identification Management Ecosystem
RSD	-Refugee Status Determination
RP	-Residential Permit
RC	-Residential Certificate
SSAR	-Solutions Strategy for Afghan Refugees
ROSC II	-Second Reaching out of School Children
TLC	-Turkish Language Courses
TRC	-Turkish Red Crescent
USPF	-Ubais Sainulabdeen Peace Foundation
UK	-United Kingdom
UNHCR	-United Nations High Commissioner for Refugees
UNICEF	-United Nations International Children's Emergency Fund
UNESCO	-United Nations Education, Scientific, and Cultural Organization's
UDHR	-Universal Declaration of Human Rights
US	-United States
WUSC	-World University Scholarship of Canada

List of cases

- Amadeus India Pvt. Ltd. vs Principal Commissioner, Central W.P.(C) 10833/2019 & CM No.44817/2019 Delhi HC.
- Arunachal Pradesh v. Khudiram Chakma, 1994 Supp (1) SCC 615.
- Avinash Mehrotra v. Union of India & Ors, 2009 6 SCC 398.
- Gnanaprakasam v. The Government Of Tamil Nadu W.P No. 18373 of 2008
- Louis De Raedt v. Union of India and Others, 1991 AIR 1886.
- Miss Mohini Jain vs State Of Karnataka And Ors on 30 July, 1992 AIR 1992 SC 1858.
- State of Arunachal Pradesh v. Khudiram Chakma 1994 Supp (1) SCC 615.
- State Of Tamil Nadu & Ors vs K Shyam Sunder & Ors on 9 August, 2011 AIR 2011 SC 3470.
- State Of U.P. vs Rajendra Singh Chaudhary 1999 CriLJ 919.
- State v. Farid Ali Khan, India: Magistrate Courts, 1 November 1995, available at: https://www.refworld.org/cases,IND_MMM,3f4b8f2e4.html
- Supreme Court of India in Mohammad Salimullah v. Union of India, 2021 SCC OnLine SC 296.
- Virsa Singh vs State Of Punjab And Others AIR 1992 SC 716

CHAPTER 1

1.1 Introduction:

Education is key to the future of individuals, communities, and countries. It is a basic human right and performs three important tasks i.e. protects, empowers, and enlightens. However, access to education for refugees, displaced and marginalized groups has been an unsettled issue for a long. The primary reasons could be accessibility and participation. The realities of displacement mean that refugee children miss out significant periods of schooling. Nevertheless, there has been a marked increase in the average gross enrolment rate at the primary and secondary levels for citizens. The commendation for promoting advancement is attributed to worldwide initiatives such as Education for All and the Millennium Development Goals, which have prioritised facilitating entry to better primary education. At the same time, the UNHCR data also reveals the significant structural barriers for refugee learners to access post-primary education. There have been some efforts towards access to higher education as well. The Sustainable Development Goals and post-2015 agenda have sparked a renewed emphasis on post-primary education. However, the topic of higher education has received little attention in both policy and scholarly discourse. Education has not been accorded the status of a humanitarian priority, as evidenced by the allocation of resources by donors and the majority of humanitarian agencies, who tend to prioritise funding for basic needs such as food, water, shelter, and healthcare. Donors have exhibited reluctance in funding higher education initiatives for refugees due to the considerable expenses involved, coupled with the fact that the advantages are confined to a select and privileged cohort of students. The current stance on this matter is undergoing a transformation, as benefactors and the global populace acknowledge that, in an era of economies that rely on knowledge, prolonged displacement, and indeterminate prospects, it is imperative to possess higher education that is both versatile and transferable. In this regard, there have been limited efforts made in India. According to the 2019 UNHCR factsheet, a total of 442 refugee students (208 boys/234 girls) in Delhi received support into a formal learning environment, 310 school-going children in Hyderabad received school bags, water bottles, and umbrellas, and 60 children (32 girls/28 boys) from Child-Friendly Learning Space received school uniforms. The figure appears reasonably unfair, especially because India maintains a large number of refugees and asylum seekers. As such, there is no specific policy that caters to the strong demand for higher education programs among refugee students.

Although regards to the law, India has implemented the Right to Education Act of 2009¹, which outlines the procedures for providing free and mandatory education to children between the ages of 6 and 14 in accordance with Article 21(A) of the Indian Constitution. The Act ensures that the right is justiciable, inclusive for all, and provides provisions for special cases. Yet nothing significant has been done through its provisions. At the same time, the ongoing COVID-19 scenario has further aggravated access to education arguments for refugees, displaced and marginalized populations. Here, the use of ICT holds great promise in meeting education needs within refugee settings. There are several advantages associated with the use of digital technology in education, including the ability to disseminate educational materials at a relatively low cost across various locations, the provision of a comprehensive curriculum and records system that can be easily accessed by students who relocate frequently, and the integration of digital content with the national curricula of students' home country or country of asylum. These benefits will serve a dual purpose namely: ICT classes will aid their familiarization with ICT systems and resources and will provide access to education.

1.2 Origin of the research problem

The education continuum encompasses access to education, commencing from pre-primary education, advancing through primary and secondary education, and leading to tertiary education. As such, there is no data concerning pre-primary level enrolment amongst refugees, marginalized, and displaced populace. As per the UNHCR, the average gross enrolment rate for the year from March 2019 to March 2020 for reporting countries was 68 % at the primary level, 34 % at the secondary level, and only 5% at the tertiary level. There has been tremendous progress in terms of enrolment at the primary level, which is why in recent year's efforts is to beyond the primary level. In recent times, there has been a focus on enhancing secondary level education as it serves as an intermediary step towards pursuing higher education. The UNHCR has established a lofty objective of achieving a 15% refugee enrolment rate in post-secondary education by the year 2030, as part of its 15by30 initiative. At the same time, there are significant barriers to access to higher education, including lack of available information regarding opportunities; cost of pursuing higher education; obtaining the necessary documentation; English language; restricted freedom of movement; lack of appropriate preparatory courses; etc. These access constraints affect potential refugee students in a variety of categories and locations. The situation seems to be even more challenging for females due

¹ The Right of Children to Free and Compulsory Education Act, 2009 (India Act No.35 of 2009)

to factors such as domestic responsibilities, early marriage, inadequate availability of sanitary products, and insufficient self-assurance, which have been identified as impediments to their pursuit of higher education. Further, UNESCO estimates that since the start of the pandemic, more than 1.6 billion learners have been affected by the closure of their school or university.² There has been the reference for use of technology which has grown significantly during the ongoing pandemic. The proposition posits that the availability of online resources is seemingly boundless; however, disparities persist in the digital realm. The attainment of digital learning is contingent upon the availability of an internet connection, a compatible device, adequate financial resources, and a conducive learning environment. The availability of digital resources is impractical for numerous refugee learners residing in remote areas with limited connectivity, inadequate access to technological devices, and residing in densely populated environments. The Government of India extends direct protection and aid to a total of 203,235 refugees hailing from Sri Lanka and Tibet. Additionally, 40,859 refugees and asylum seekers belonging to other nationalities are duly registered under the mandate of the United Nations High Commissioner for Refugees (UNHCR). In this regard, there are some piece-meal efforts made on behalf of the Government of India. Interestingly, even if a UNHCR refugee card is present, the lack of a national identity card, such as the *Adhaar* Card, prohibits access to the welfare system, employment opportunities, and school enrolment. The *National Education Policy, 2020* did not mention the word refugee but mentioned 'migrant', with a little emphasis on what education would look like for them. The policy explicitly states that children who are migrant labourers or who have dropped out of school for various reasons are reintegrated into mainstream education.³ without considering that there are various types of migrants with a unique set of challenges. However, there has been one notable development: Tasmida Johar, a Rohingya girl, has secured admission to Delhi University for a graduate study, fulfilling her desire of furthering her education.⁴

1.3 Literature survey/review of research and development on the subject

According to a report by the United Nations High Commissioner for Refugees (UNHCR), around a million children were born as refugees between 2018-2020. This makes the elementary education of refugee children one of the gravest problems for countries to tackle.

² atzatzev, 'COVID-19 and School Closures: One Year of Education Disruption - UNICEF DATA' (*UNICEF DATA*, March 2, 2021) <<https://data.unicef.org/resources/one-year-of-covid-19-and-school-closures/>>

³ "National Education Policy" (2020)

<https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf> accessed June 25, 2022

⁴ Ginsianmung D, 'Rohingya Woman in India Pursues Her University Dream' (UNHCR, September 17, 2022) <<https://www.unhcr.org/asia/news/stories/rohingya-woman-india-pursues-her-university-dream>>

In India, the lack of a proper framework for the protection of refugees makes it even more difficult to have a formalized education system for refugee children. Further, the problem of providing basic education to refugee children was compounded with the Covid-19 crisis which resulted in schools being shut down. While schools and colleges were quick to shift teaching online, refugee children who lacked any technological means were now in a far worse position than before. Even apart from the Covid-19 pandemic, limited educational resources and infrastructure also preclude schools from granting admission to refugee children. There is no authoritative and scientific research in the area of education among refugee learners in India except a few news articles and blogs. This research report would be the first of its kind to address the issue in a planned and systematic manner culminating in a policy research report. The existing literature examines the education of refugee learners in human rights perspective siting various practices.

The United Nations Sustainable Development Goal No. 4 deals with the need for quality education in order to ensure opportunities for all. It addresses the need for inclusivity and equality in order to have quality education.⁵ With much limitation, the status of education for refugee children and their access to quality education is limited by several factors at a time. The 2022 UNHCR Refugee Education Report (RE Report), referring to the 2020-2021 academic year, has observed that the refugee population across the world mostly (above 80 percent) dwells in middle and lower-income countries, out of which about 25 percent refugees face scarcity in highly underdeveloped countries.⁶

Kavuro examines the significance of refugee education and how it impacts the child and adult. The article highlights the transformative impact of education on refugee communities, emphasizing its role in empowering individual, fostering economic independence, and promoting social integration.⁷ Mourice identifies the curret state of refugee education and challneges and advocates for a holistic and sustainable approach to address the diverse educational needs of refugees.⁸

⁵ 'Goal 4 | Department of Economic and Social Affairs' (*United Nations*) <<https://sdgs.un.org/goals/goal4>> accessed 13 April 2024

⁶ 'UNHCR Education Report 2022 - All Inclusive the Campaign for Refugee Education' (*UNHCR*) <<https://www.unhcr.org/media/unhcr-education-report-2022-all-inclusive-campaign-refugee-education>> accessed 13 February 2024

⁷ Kavuro C, 'The Value of Education for Refugee Livelihood' (2013) 6 Global Education Magazine 8

⁸ Morrice L, 'The Promise of Refugee Lifelong Education: A Critical Review of the Field' (2021) 67 International Review of Education 851 <<http://dx.doi.org/10.1007/s11159-021-09927-5>> accessed 21 June 2022.

The scope of refugee education in India is explored in the backdrop of international human rights and constitutional rights in the paper “The legal framework pertaining to the rights of refugees in India is examined in the paper titled "Rights Of Refugees In India: The Legal Perspective With Special Reference To Their Educational Rights,”⁹ The paper also recommend for a introducing a new legal framework and call for collective efforts from NHRC, UNHCR etc.

South Asian countries have similar economic and social conditions and the practices and policies in Asian Countries including Bangladesh, Pakistan, Bhutan etc. are evaluated in (Prodip 2022).¹⁰ Various chapters examined practices in south Asian countries including social integration measure done through education in Bhutan or religious education sought by Rohingya in Bangladesh. Various refugee groups in India face struggles in accessing Education and same has been examined in search of policy formulation

Active participation of NGOs in the sector rehabilitation in Tamil Nadu and livelihood and education of refugees has been identified by various scholars.¹¹ The barriers of refugee youth in Delhi and the current systems has been examined (Nautiyal, 2015) International agencies, state and central government and other NGOs that work closely with refugee populations contribute to the effective protection of refugee rights and look for solutions.¹²

The DAFI (Albert Einstein German Academic Refugee Initiative) scholarship programme is one of the initiatives that help the refugee learners in accessing higher education. Home visit and interviews are conducted to decide the eligible candidates. (DAFI Annual Report 2019)¹³ Scholarship programmes specifically for the Tibetans exists under Central Tibetan administration through which they get admission into higher education institutions. (Tibet Justice Centre Report 2016)¹⁴

⁹ Dhawan, Arushi, and K. Parameswaran, ‘Rights Of Refugees In India: The Legal Perspective With Special Reference To Their Educational Rights.’ (2022) *Journal of Positive School Psychology* 5513.

¹⁰ Prodip, Mahbub Alam, Goutam Roy, and Debasish Nandy, *Refugee Education in South Asia: Policies, Practices, and Implications* (Nova Science Publishers 2021).

Ibid.

¹¹ Valatheeswaran C and Rajan SI, ‘Sri Lankan Tamil Refugees in India: Rehabilitation Mechanisms, Livelihood Strategies, and Lasting Solutions’ (2011) 30 *Refugee Survey Quarterly* 24

¹² Varun Nautiyal, ‘Refugees in Delhi: The Troubled Youth’ (2015) 3(3) *International Journal of Social Science and Humanities Research* 77-85.

¹³ ‘Education’ (*UNHCR India*, 21 August 2021) <<https://help.unhcr.org/india/helpful-services/education/>> accessed 13 March 2024

¹⁴ Tibet’s Stateless Nationals III The Status of Tibetan Refugees in India A report by Tibet Justice Center, with the support of Tibetan Legal Association, and Boston University School of Law’s International Human Rights Clinic, www.tibetjustice.org

1.4 International Status:

The right to education is enshrined in the Universal Declaration of Human Rights, International Covenant on Economic, Social and Cultural Rights, Convention on the Rights of the Child, the Refugee Convention and its 1967 Protocol, and UNESCO Convention against Discrimination in Education¹⁵, etc. In the realm of international law, human rights declarations are typically non-binding and serve primarily as a means of exerting political impact. Conversely, international treaties are entered into by participating nations with the intention of creating legally enforceable obligations. In contrast to rights such as freedom of speech and freedom of religion, the right to education is commonly classified as a social, economic, and cultural right. This classification necessitates affirmative measures and financial support from the governing bodies. Frequently, it is contended by States that their responsibility is restricted to individuals with whom they have a distinct legal relationship. Hence, refugees are a significant demographic that faces a high likelihood of being marginalised from comprehensive legal safeguards by States aiming to limit their obligations. Moreover, considering the imperative need for progressive affirmative measures from the States, international agreements generally lack precision regarding the precise duties that arise from social, economic, or cultural entitlements. This leaves a considerable degree of discretion to the States to determine the means to achieve the desired outcome and whether or not to differentiate among individuals. Thus, in the event that refugees become aware of a State legislation or practise that violates human rights law, it is essential for them to not only confirm that the pertinent human rights provision is integrated into the domestic legal system and has immediate applicability, but also that this human rights provision holds priority over domestic legislation and/or the national Constitution. However, this question of the hierarchy of human rights norms is resolved separately by each Member State. India, which is formally a dualist but functionally monist provides limited assistance or clarity regarding the application of international human rights treaties within the domestic arena.

1.5 National Status:

The Fundamental Rights guaranteed by Articles 21 and 21A, are available to all persons

¹⁵ 'Convention against Discrimination in Education' (Refworld, 14 December 1960)
<<https://www.refworld.org/docid/3ae6b3880.html>> accessed 11 July 2022

whether citizens or foreigners. In *J.P. Unni Krishnan v. State of Andhra Pradesh*¹⁶, the Indian Supreme Court has established that the fundamental right to life (Article 21) in conjunction with the directive principle on education implies the right to basic education. The case posited that the elapse of 44 years subsequent to the enactment of the Constitution had transformed the non-justiciable entitlement to education for minors under the age of 14 into a legally enforceable right.¹⁷ After reaching the age of 14, their right to education is subject to the limits of economic capacity and development of the state. Quoting Article 13 of the ICESCR, the Court ruled that the state's commitment to provide higher education compels it to use all available resources to gradually attain complete realisation of the right to education using all suitable measures.¹⁸ Presently, in India, there is a lack of clarity on behalf of the Government of India, as to how they support higher education amongst refugees. Although, the Government in its UPR (3rd cycle, 27th Session) submits that it “allows all refugees and asylum-seekers to have access to public health, education and legal aid.” The report mentions that “India guarantees to all children, including child refugees and asylum seekers, to access national services, in line with its *Right to Education Act, 2009*¹⁹ and child protection mechanisms. It is important to note that the *Right to Education, 2009* only speaks about primary education. For refugees, the promises appear distant, particularly because of multiple reasons, including administrative barriers; lack of awareness of such services; and greater adherence to local language. Nevertheless, certain services are provided at the refugee support centres established by UNHCR India and its education partners, which offer language classes, bridge classes, computer classes, help in enrolment in schools. The utilisation of distance learning modalities, specifically instant messaging and videoconferencing applications such as WhatsApp, Zoom, and YouTube, offer various advantages amidst the ongoing pandemic.

1.6 Significance of the Study:

This research report is the first of its kind to address the issue in a planned and systematic manner culminating in a policy research report especially looking forward to legal innovation, policy innovation, and technological approaches for better access to education for refugee learners in India.

¹⁶ *J.P. Unni Krishnan v. State of Andhra Pradesh*, AIR 1993 SC 217

¹⁷ *Ibid*

¹⁸ *Ibid*

¹⁹ The Right of Children to Free and Compulsory Education Act, 2009 (India Act No.35 of 2009)

1.7 Objectives and scope of the study:

- i. This study aims to analyse the current legal and institutional framework pertaining to the educational status of refugee students in India.
- ii. Finding and analysing the issues and challenges regarding access to education for refugee learners in India from data gathered through interview,
- iii. Looking forward towards improving non-hindered access to admission for refugee children in govt. and private schools, and higher education institutions,
- iv. Finding feasible modes to introduce technology enabled education for refugee learners,
- v. Looking towards specific laws and regulations to include mandatorily the refugee learners within the ambit and scope of admission, etc.

As part of the Empirical study field-based research was conducted in various parts of India including Delhi & NCR (various refugee groups are present under UNHCR mandate); Delhi, Dharamsala and Darjeeling (Tibetans under GoI mandate); Chennai (Sri Lankans under GoI mandate) and Arunachal Pradesh (Chakmas under GoI mandate).

CHAPTER 2

2.1 Research Methodology and Design

2.1.1 Approach and Design

The doctrinal research has examined the global refugee numbers and their registration process. In addition, the research examined India's current legal landscape in light of global agreements and advancements. Additionally, it has assessed refugee children's education from a human rights standpoint. The study also looked at the different procedures and systems seen in refugee camps across the globe. The Empirical research has been conducted with structured interview schedule. Separate interview schedules for refugee students, parents of refugee students and teachers of schools/colleges or management where refugee students attend education were prepared.

2.1.2 Sampling

It is crucial to devise a sample size and selection technique for the interviews given the substantial refugee population. An approach used to choose the target audience from the available open population/sample frame is the sampling outline or plan. There are two categories of sampling techniques: non-probability techniques and probability techniques. This study used a non-probability sampling technique called convenience sampling. The investigation has followed the convenience sampling method, which is a non-probability sampling method. As the name suggests the sample was identified and distinguished essentially by the convenience of the research team. Practical criteria like accessibility, availability etc are often considered for choosing convenience sampling. Sample size was to conduct 100

2.1.3 Data collection technique

2.1.3.1 Nature and Source of Data

The field-based data was collected through interviews using a structured open-ended schedule. An interview is a form of dialogue between two individuals, wherein one participant, known

as the interviewer, seeks information from the other participant, known as the interviewee, to fulfil a specific purpose.

2.1.3.2 Development of Data Collection Instrument

Interview schedules were prepared by the socio-legal person and further deliberations on it was made by the team by conducting meetings with experts in the field and local data collectors who are working closely with refugee communities and the schedule was finalized by consultation with NHRC.

Interview schedules for the following stakeholder were created

1. Interview Schedule for Students of Refugee Origin
2. Interview Schedule for Parents of Refugee Students
3. Interview Schedule for Teachers of Schools/Colleges Where Refugee Students are Studying
4. Interview Schedule for School management

The interview schedule for students and parents have mainly focused on admission process in India, the resources available to students, the barriers and difficulties they are facing and access to online education etc. Interviews from parents were taken mostly when the student is very young or not able to respond to the questions. The interview schedule of teachers and management dealt with resources and support available to refugee students and the performance of refugee children and the hurdles they face.

A Focus Group Discussion was conducted in Delhi with legal experts and scholars in the field of refugee law and refugee representatives. The discussion was conducted in the premises of the Indian society of International Law, Bhagwan Das Road, New Delhi. The primary data analysis report was presented before the group followed by the discussion of the expert members. The data from the discussion are also used.

2.1.3.3 Description of Interviewed Refugees.

The goal was to interview 100 pupils or parents from each refugee group, including those from Tibet, Afghanistan, Somalia, Sri Lanka, Somalia, Rohingya, and Chakma populations. From Afghan refugees, the research team obtained 99 student interviews and one parent interview. From Rohingya refugees, 94 student interviews and 6 parent interviews were conducted. From Somalia and other nations, 77 student interviews and 23 parent interviews were conducted. These refugees were residing in Delhi and NCR under UNHCR mandate.

Interviews were also conducted with Sri Lankan, Tibetan, and Chakma refugees living under government mandate. 42 student interviews and 58 parent interviews were conducted with Sri Lankan refugees residing in Tamil Nadu namely from Madurai, Erode and Tiruvallur districts. 100 student interviews were conducted with Tibet refugees mostly residing in Darjeeling and Dharamshala. 92 student interviews and 8 parent interviews were conducted with Chakma refugees residing in Arunachal Pradesh. Interviews were collected from various districts of Arunachal including Changlang, Namsai and Papum Pare. 51 interviews from teachers of government schools and colleges and 7 interviews from school management were also collected. The data collection was done with help of local data collectors and volunteers. PI and RA have conducted field visits to take part and monitor the data collection.

2.1.4 Data Analysis and Interpretation

The process of examining and explaining raw data involves a range of closely related techniques that are assessed with the goal of distilling the information gathered and assessing these in a way that provides answers to certain queries, conjectures, or questions.²⁰

Text analysis is an evaluation method used in the study to assess the data that gathered. Content/text examination is the non-specific given name for content/text investigation that holds differentiating and differentiating and segregating a quantity of data with a specific end goal to experiment theories.²¹ It also refers to the process of organizing and cataloging subjective data as suggested by ideas and themes. For the purpose of interpreting and analyzing data Software for interpreting qualitative data, NVivo 11, has been utilized.

Frequency distribution and percentage of refugee education of the interview questions are evaluated in data analysis and chi square test is conducted to analyse the socio-demographic factors. Sentiment analysis is also done through NVivo which is beneficial to gain insights into the emotions and attitudes expressed by respondents in their responses. By categorizing the sentiments as very negative, moderately negative, moderately positive, or very positive, the researcher is able to understand the overall sentiment distribution and assess the patterns and trends based on the subjective experiences and perceptions of the respondents. Further, sentiment analysis enables researcher to quantitatively analyse a large volume of qualitative data, which would be otherwise time-consuming and challenging to analyse manually. It provides a systematic and efficient way to process and summarize the sentiments expressed in

²⁰ D E Polkinghorne, 'Narrative Configuration in Qualitative Analysis' (1995) 8(1) Qualitative Studies in Education 5, 11

²¹ Max Travers, 'Qualitative Research Through Case Studies' (2001) SAGE 72

the responses. However, it is important to note that not all responses were included in the sentiment analysis due to various reasons such as incomplete or unclear responses, technical limitations, or specific criteria set for the analysis.

CHAPTER 3

3.1 Refugees Present Around the World: Figures at a Glance

Refugees have been defined as “someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion”²² by the 1951 Refugee Convention. As of the conclusion of 2017, a total of 25.4 million individuals of varying ages and genders have been officially documented as refugees on a global scale.²³ As per the United Nations High Commissioner for Refugees (UNHCR), the figure of individuals who have been compelled to leave their homes against their will is expected to reach 84 million by the middle of 2021. This marks the first instance in documented history where such a large number of individuals have been forcibly displaced, with over 26.6 million of them being classified as refugees.²⁴ Refugees who flee their home country are dealt with by a variety of international organizations.

For several decades, India has provided a hospitable environment to diverse groups of refugees and has devised remedies for numerous individuals who have undergone forced displacement. According to international reports, around 400,000 refugees have been staying in India with only 238,222 recognized. In 2021, India welcomed 20,000 refugees amongst which the larger part belonged to the Myanmar Chins. An unknown number of Afghan refugees requested asylum recently. In 2021, police in India apprehended around 414 refugees from Myanmar, including roughly 354 Rohingyas, 60 Chins, and other ethnic Myanmar people. Jammu and Kashmir had the most arrests, around 174 which was followed by Delhi which had nearly 95 arrests. Due to the lack of any significant legislation regulating refugees, their treatment has largely been affected by the underlying geopolitical interests and left at the hands of political vote bank situation.²⁵

India, on the other hand, provides assistance to Tibetan and Sri Lankan Tamil refugees.

²² Convention Relating to the Status of Refugees (189 United Nations Treaty Series, 1951)

²³ ‘What is a refugee?’ (UNHCR) <<https://www.unhcr.org/en-in/what-is-a-refugee.html?query=registration>> accessed 20 June 2022.

²⁴ ‘How Many Refugees Are There in the World? - Refugee Council of Australia’ (*Refugee Council of Australia*, February 13, 2023) <<https://www.refugeecouncil.org.au/how-many-refugees/>> accessed 3 March 2023.

²⁵ ‘20,000 Refugees Sought Shelter In India This Year, At Least 414 Arrested’ (NDTV, 24 December 2021) <<https://www.ndtv.com/india-news/20-000-refugees-sought-shelter-in-india-this-year-atleast-414-arrested-2669741>> accessed on 23 June 2022

However, authorities in numerous states arrested/detained or rescued at least 1,177 Rohingya immigrants from trafficking between 2017 and 2021.²⁶ The response of the Supreme Court of India towards the Rohingya refugees remains unsatisfactory. In an advanced move, the Apex Court, rejected ordering the Union of India and the government of Jammu and Kashmir (J&K) to release the 168 Rohingya refugees incarcerated in a Jammu sub-jail on April 8, 2021. It simply remarked that none of them be deported to Myanmar without following the procedures set down for such deportation, notwithstanding the danger of torture and Myanmar's refusal to accept them. The issue remains: if Myanmar refuses to accept the Rohingyas, would India keep them indefinitely, awaiting deportation with Supreme Court approval?²⁷

For refugees, registration is a critical instrument for protection, operational management, and the development of long-term solutions. Individual data acquired during registration offers complete demographic data for program planning, such as food, health and sanitation, housing, water, and other types of support. Registration data is useful for verifying the integrity of refugee protection systems, as well as detecting and combatting fraud, corruption, and criminality, such as human trafficking.

This unified registration strategy is based on numerous major policy choices, such as basic registration and achieving minimal requirements, and will be applied uniformly to persons seeking asylum and refugees. Accordingly, these persons in consideration will have an individual record wherein specified bio-data would be mentioned from the time they arrive.

The states are still in charge of registering refugees and asylum applicants. The UNHCR only participates in registration operations if it is absolutely necessary. In all of these circumstances, this obligation should be assumed in collaboration with the host country's authorities, or the host country's capability should be increased so that it can assume this responsibility at a later date. Important umbrella protection provided by international organizations is such that any individual of concern has the right to be registered by the UNHCR. Registration indicates a person as a source of worry for the High Commissioner, or as having the potential to be a source of concern and requirement of protection.

²⁶ Singh B, 'About 20,000 Refugees Sought Shelter, 414 Arrested during 2021 in India: Report' (*The Economic Times*) <<https://economictimes.indiatimes.com/news/india/about-20000-refugees-sought-shelter-414-arrested-during-2021-in-india-report/articleshow/88471425.cms>> accessed 23 June 2022

²⁷ '20,000 Refugees Sought Shelter In India This Year, At Least 414 Arrested' (*NDTV*, 24 December 2021) <<https://www.ndtv.com/india-news/20-000-refugees-sought-shelter-in-india-this-year-atleast-414-arrested-2669741>> accessed on 23 June 2022

The first and foremost step in the procedure is formalizing the protection of the refugee. This can be achieved either through a relationship with the government and/or UNHCR by allowing them to seek protection and assistance in situations of requirements. Registration protects individuals from refoulement, arbitrary arrest, and imprisonment by identifying them as persons of concern to UNHCR and the host government. Registration is a crucial aspect for refugees, as it ensures that decisions regarding long-term solutions are made voluntarily, which is facilitated by documenting an individual's consent to a particular solution. Accurate registration is also required for determining whether scenarios call for migration and local integration. Registration is required to identify those who are vulnerable or in requirement of special needs since there is a high possibility that they are hesitant to come up with their demands.

The Registration of Foreigners Act of 1939²⁸ was enacted in India with the aim of ensuring the appropriate registration of foreign individuals who enter, reside, and exist within the country's borders. In the act, for the first time, a foreigner was defined as a person who does not have Indian citizenship meaning they are not an Indian citizen.²⁹ The government issued the Registration of Foreigners Rules, 1939³⁰, to put the Act's provisions into practice, which were later reorganized in 1992. According to the regulations mentioned in the Act, every foreign person who enters and resides in India for more than a period of 180 days, has to register themselves with the Foreigners Registration Officer (FRO) of that jurisdiction in the prescribed format and on time, as well as to receive authorization from the FRO every time there is a change in their address or they leave India. In the event of any violation or attempts to violate, or failure to comply with the above-mentioned requirements, the offender shall be penalized by imprisonment for up to one year, a fine of up to one thousand rupees, or both.³¹

Another legislation that is commonly used when dealing with outsiders is the Foreigners Act of 1946.³² The Central Government can pass laws forbidding or controlling the stay, or departure of any foreign person in India under this Act. The nationality determination clauses are the most important elements in this Act, since they affect the life and liberty of every refugee or stateless person. In situations of dilemma about a foreigner's nationality arises under this Act, the competent authority's judgment on which country the foreigner is tied to is used

²⁸ The Registration of Foreigners Act, 1939 (Act No. XVI of 1939, India)

²⁹ Sec. 2(a) The Registration of Foreigners Act, 1939 (Act No. XVI of 1939, India)

³⁰ The Registration of Foreigners Rules, 1939 (India)

³¹ Sarker SP, *Refugee Law in India: The Road from Ambiguity to Protection* (2017)

³² The Foreigners Act, 1946 (Act No. XXXI of 1946, India)

to determine nationality, and that decision is not open to legal challenge. The punitive provisions of this Act are significantly tougher than other Acts since any infraction of the Act's provisions, rules, or directives can result in a sentence of up to five years in prison. Another clause in this Act that makes it important to the foreigner admission, departure (or removal) system and stay in the country is that the provisions of this Act shall operate simultaneously with the provisions of the Foreigners Act.

The Foreigners Order of 1948 amalgamated several regulations from the Passport (Entry into India) Act of 1920, the Registration of Foreigners Act of 1939, and their respective rules. It forbids foreigners from entering India without a valid passport and visa, and authorizes the government to impose entry restrictions citing public interest. Other vital conditions include limitations on sojourning in India, prohibitions on visiting banned locations, restrictions on entering protected areas, restrictions on work, restrictions on transportation, and so on. To safeguard Ugandans of Indian heritage who were persecuted under Idi Amin's regime, the Foreigners from Uganda Order of 1972 was established.³³ This requires every Ugandan citizen visiting India to register their "name, place of residence, and expected time of stay with the registration office".³⁴

The Indian government issued guidelines delegating some authorities to state governments and union territories to decide on visa problems.³⁵ The rules, circumstances, and eligibility of Pakistani and Bangladeshi nationals for the LTV (Long Term Visa) in India to get Indian citizenship were outlined through this. The LTV (Long Term Visa) is available to four types of people, three of which are based on marriage. It's worth noting, however, that the fourth category, "situations featuring extreme compassion,"³⁶ The word is not defined in the notification or any other documents released by the Indian government. It's safe to assume that the category "cases involving extreme compassion" includes refugees fleeing persecution in these nations.

It is also evident that implementing such disparate actions is the outcome of a domestic refugee policy that is based on the changeable necessities of domestic political opinion and foreign policy, rather than legal principle of equality. However, a society regulated by the rule of law

³³ Foreigners from Uganda Order, 1972 (The Gazette of India, October 20, 1972)

³⁴ Sarker SP, *Refugee Law in India: The Road from Ambiguity to Protection* (2017)

³⁵ Guidelines issued by Government of India on Long Term Visas, available at <https://www.mha.gov.in/PDF_Other/AnnexVI_01022018.pdf>

³⁶ Ibid

and supremacy of the Constitution, as well as one bound by international responsibilities, should have a unified and consistent refugee policy.

The UNHCR in New Delhi has granted refugee status to the other refugee categories, as mandated by the 1951 Refugee Convention. After getting a refugee certificate from UNHCR, these refugees must apply for registration with the FRO. The Residential Permit and Residential Certificate (RP&RC) is the document supplied by the FRO. The FRO also endorses the visa for lawful stay in India upon acquiring the RP&RC. There are two types of visas available for refugees which are the stay visa which is valid for a period of one year and the long-term visa which is valid for one to four years, based on a variety of variables such as the applicant's country of origin and religion. While the most of the refugees were found to have UNHCR refugee certificate, RP&RC, and visa, a small number of Somali and Afghan refugees were reported not having these documents which made their stay in India unlawful under provisions of law.

3.2 Attainment of Asylum Status: Procedures and Technicalities: Proposed Laws

Several legislative proposals have been put forth concerning refugees and asylum seekers; however, none of them have been enacted into law. The Asylum Bill, 2015³⁷ proposes the right to apply for asylum in India for which the application must be submitted within sixty days after arriving in India.³⁸ Asylum seekers can also apply on behalf of accompanied family members, who may or may not be his or her dependents.³⁹ Thereafter, the Commission is required to issue the applicable asylum seeker with a free registration document that contains all identifying information and is valid for six months upon receipt of an application.⁴⁰ The registration document's validity may be extended for a maximum of sixty days at a time until the Commission renders a decision if the status determination process takes longer than six months.

Furthermore, any asylum seeker accordingly, shall not be subjected to any detention or penalty as a result of crossing borders illegally while his or her asylum application is pending, and any police officer or other official who has intercepted a foreigner seeking entry to India to apply for asylum at any port of entry or international border shall not deny the entry and shall provide

³⁷ The Asylum Bill, 2015 (Bill No. 334 of 2015)

³⁸ Asylum Bill, Section 10(3)

³⁹ Asylum Bill, Section 10(4)

⁴⁰ Asylum Bill, Section 10(6)

the necessary information and assistance for the application.⁴¹ However, the said clause is ambiguous with regards to the repercussions in situations when the foreigner is apprehended by the police or other officials after he or she has entered Indian territory, rather than at the port of entry or at the international boundary.

Subsequent to the submission of the asylum application, the Commission will arrange for an interview with the applicant, if deemed necessary, during which an interpreter or legal counsel may be present and the applicant will be afforded ample opportunity to present evidence in substantiation of their claim.⁴² The Commission is obligated to conduct additional investigation and issue a judgment on the complaint within three months of the completion of the hearing.⁴³ If the asylum seeker disagrees with the Commission's decision, he or she has sixty days from the date of the impugned ruling to file an appeal with the Appellate Board.⁴⁴ After receiving the appeal, the Appellate Board will hold a hearing for the asylum seeker and, if required, conduct an investigation, before making a judgment by affirming, amending, or setting aside the Commission's ruling within three months of the hearing's conclusion.⁴⁵

The Bill requires that the Commission's and Appellate Board's decisions should be in writing and have adequate explanations.⁴⁶ The Commission will issue a refugee certificate in conformity with the regulations if the Commission or the Appellate Board determines in the asylum favour of the person seeking asylum.⁴⁷ The said Bill was tabled in the Lok Sabha for the establishment of procedures for refugees and asylum seekers seeking citizenship. Despite the fact that the bill's name indicates the creation of a legal mechanism for affording refuge, the prologue offers citizenship without admitting the requirement for a first-instance status determination system.

The National Asylum Bill, 2015⁴⁸ (National Bill) is another proposed law that stipulates numerous key features for refugees and asylum seekers. According to the Bill, a foreigner seeking refugee status is considered an asylum seeker.⁴⁹ The measure uses a definition of refugee that is comparable to the 1951 Refugee Convention but excludes those who do not have

⁴¹ Asylum Bill, Section 10(5) and Section 10 (2)

⁴² Asylum Bill, Section 11 (1), Section 11 (2), Section 13(1) and Section 15.

⁴³ Asylum Bill, Section 11 (1), and Section 11 (3)

⁴⁴ Asylum Bill, Section 12 (1)

⁴⁵ Asylum Bill, Section 12 (3) and 12 (5)

⁴⁶ Asylum Bill, Section 11(5),

⁴⁷ Asylum Bill, Section 11(4), Section 12 (5).

⁴⁸ The National Asylum Bill, 2015 (Bill No. 342 of 2015)

⁴⁹ National Bill, Section 2 (a)

a nationality.⁵⁰ The bill is lacking in providing comprehensive definitions for various terminologies that are frequently utilised in refugee situations. Reclaiming the protection of nationality of one's country, committing international crimes, and so on are all included in the National Bill as causes for losing refugee status.⁵¹

The National Bill allows applicants to apply for refugee status at the point of entry into India or later after arriving in India.⁵² Following receipt of an asylum seeker's request, the registration authority will determine if the applicant meets the requirements of the definition of a refugee. In this regard, no further language has been included to clarify whether the registration authority's decision is based on an objective or subjective foundation. Extending the government's rule-making power under this law⁵³ may appear harmless on the surface, but it might be imbalanced and arbitrary in footings of topics that should have been included in the rules for constructing an appropriate status determination system. At the same time, the National Bill makes no mention of a refugee's right to appeal if his or her status is denied. On the other hand, the Refugee Committee will only be able to hear an appeal from a refugee if he or she has applied for citizenship status.⁵⁴

Comparatively, the Asylum Bill contains provisions about the authority to determine asylum status while the National Bill, on the other hand, intends to designate a refugee registrar to accept and make judgments on refugee status applications. Unlike Asylum Bill, The National Bill does not mention a time period for accepting and determining claims for asylum. The Bill provides for the constitution of a Refugee Committee, an appellate authority for the adjudication of refugee requests for citizenship status.⁵⁵

It is noteworthy that the National Bill contains no provisions relating to the formation of the determination authority, as well as their tasks and powers, rendering it unacceptable under international treaties or national laws. The Bill has not incorporated comprehensive provisions on refugee rights. The concept of non-refoulment, in particular, has not been included in the Bill. According to the Bill, refugees have the same rights as Indian citizens in terms of religious practice and religious education.

⁵⁰ National Bill, Section 2 (d)

⁵¹ National Bill, Section 5

⁵² National Bill, Section 3

⁵³ National Bill, Section 13

⁵⁴ National Bill, Section 4(1) (b)

⁵⁵ National Bill, Section 4(1) (b). The Committee will constitute of the former High Court judge and two additional members with experience in refugee-related issues.

The National Bill is quite humanitarian for offering citizenship to refugees, despite its numerous skeleton provisions.⁵⁶ It states that anyone who has been a refugee in India for more than five years is allowed to petition for citizenship.⁵⁷ The language is unclear as to which legislation the refugee would use to petition for citizenship. The Bill includes a clause that allows it to override all other laws, and the Refugee Committee has the jurisdiction to give refugee status, therefore it aims to create a parallel citizenship system to the Citizenship Act of 1955. The Citizenship Act, on the other hand, governs the citizenship giving process for children of refugees born in India. In the case of a huge inflow, the National Bill includes a provision that allows officials of the Office of Refugee Registrar to register refugees at the point of entrance.⁵⁸ The section pertaining to mass inflow scenarios is particularly vague as to how the government would determine which events will be classified as mass influx.

The Protection of Refugees and Asylum Seekers Bill, 2015⁵⁹ (Refugee Bill) aims to create a suitable legal framework to deal with issues such as forced migration, refugee status determination, protection against refoulement, and treatment while in India. The preamble of the Asylum Bill is repeated in the prologue. The law acknowledges the necessity of an administrative system that is devoid of arbitrariness in the context of safeguarding refugees. Additionally, a legislative structure to tackle the refugee crisis in Europe, and uniformity in the rights of refugees in India.

It is possible for a refugee to apply for refugee status either at the time of arrival in India or afterward.⁶⁰ Refugee status applications are referred to the Refugee Commissioner as soon as a state body receives an application. No one is certain who will help and guide the refugee candidate. Also, there is ambiguity surrounding the timeframe within which a refugee may assert their status after arriving in India. An essential objective is to expeditiously safeguard vulnerable children while adhering to the regulations concerning child protection in India. Furthermore, it is incumbent upon the Legal Services Entity within the locality or any other relevant governing body tasked with ensuring the welfare of an unaccompanied minor to file an application on their behalf.⁶¹

Under the Refugee Bill, any refugee applying for refugee status will have the opportunity to

⁵⁶ Sarker SP, *Refugee Law in India: The Road from Ambiguity to Protection* (2017)

⁵⁷ National Bill, Section 8 (1)

⁵⁸ National Bill, Section 7

⁵⁹ The Protection of Refugees and Asylum Seekers Bill, 2015 (Bill No. LXX of 2019)

⁶⁰ Refugee Bill, Section 6 (1)

⁶¹ Refugee Bill, Section 6 (5)

present their case to the Commissioner of Refugees for a hearing to determine their status.⁶² For the refugee applicant's hearing before the Commissioner of Refugees, an interpreter, a fair opportunity to submit evidence, communication with UNHCR representatives, a list of competent legal practitioners, and the option to choose a legal practitioner will be provided.⁶³

A decision by the Commissioner of Refugees is expected to provide reasons in cases when the refugee applicant fails to provide evidence to support his or her claim.⁶⁴ The applicant will receive a copy of the decision from the Commissioner of Refugees. There is ample time for the applicant to appeal a denial by the Commissioner of Refugees to the Refugee Committee. Refugees will get the paperwork required to prove their refugee status if the application is accepted.

The determination of a person's refugee status falls under the purview of the Commissioner of Refugees.⁶⁵ The appellate authority under the Bill is the Refugee Committee, which constitutes of a chairperson and three more members. Both Commissioner of Refugees' orders and *Suo moto* applications for status determination will fall under the ambit of the Refugee Committee.⁶⁶

In the first place, the Refugee Bill mandates that the state adheres to the non-refoulement principle. The principle of refugee protection does not impose an obligation on the state if the refugee seeker has been convicted of international offences, poses a threat to the community, or if there are reasonable grounds that their presence may jeopardise the sovereignty and integrity of India. The Refugee Bill specifies that the refugee applicant's non-culpability in conditions of illegal and unauthorized entry immediately from the site of persecution is another key responsibility.⁶⁷ The Refugee Bill's protection policy revolves around these two pillars. Equal treatment for all refugees means that no one is exempt from this obligation, regardless of their nationality or ethnicity, or political opinions. This obligation extends to refugees as well as the government.

There are also provisions in the Refugee Bill that ensure refugee women and children receive special protection and material well-being in addition to their constitutionally guaranteed

⁶² Refugee Bill, Section 9 (1)

⁶³ Refugee Bill, Section 9 (2) -9(5)

⁶⁴ Refugee Bill, Section 6 (7)

⁶⁵ Commissioner of Refugees, deputy commissioners, and other members of staff will be nominated by the President of India in consultation with the Commissioner.

⁶⁶ Refugee Bill, Section 11 and Section 8 (5)

⁶⁷ The Protection of Refugees and Asylum Seekers Bill, 2015 (Bill No. LXX of 2019)

rights, such as equal treatment under Indian law; the ability to work to support one's family; and the right to choose one's residence and to move freely within India, subject to any regulations.⁶⁸ There are provisions for access to documents pertaining to identity, travel, and access to education, health care, and other pertinent services.⁶⁹ Taking into account India's recent history, all three of these bills include a provision addressing mass influx. The Bill permits mass influx of refugees in India for a fixed amount of time, as specified by the government or as required by necessity. It further states that the government is excused from the process of determining an individual's status in the event of a huge inflow of influx refugees. Refugee women and children will receive special assistance in situations of mass influx.

These are proposed bills only, there is no comprehensive legal framework for the registration of refugees. Refugees are resettled in different regions of India either through the mandate of the Government of India or under the mandate of the United Nations High Commissioner for Refugees (UNHCR). The aforementioned entities are responsible for the registration of refugees, thereby affording them protection.

3.3 UNHCR Registration: A Globalized Standard

Over 46,000 refugees and asylum seekers from Myanmar and Afghanistan were registered with UNHCR India as of the 31st of January 2022.⁷⁰ The majority of refugees and asylum seekers in India reside in urban areas with host communities. Children make up 36% of the refugees, while women and girls make up 46%.⁷¹ When people are forced to move from their homes due to war, persecution, or violence, the first step in ensuring their safety is registering and documenting with the state or the UNHCR. Getting registered is a simple way to prevent being refouled (forced back), arrested arbitrarily, and imprisoned. Keeping families together helps UNHCR in reuniting separated children with their parents.⁷² Through the registration process, individuals with special needs within a community can be quickly identified and assigned to an appropriate protective response.

⁶⁸ Refugee Bill, Section 13 (2)

⁶⁹ Ibid.

⁷⁰ 'UNHCR: India' (UNHCR, *The UN Refugee Agency*) <<https://www.unhcr.org/countries/india>> accessed 3 June 2022

⁷¹ Ibid

⁷² 'What is a refugee?' (UNHCR *The UN Refugee Agency*) <<https://www.unhcr.org/en-in/what-is-a-refugee.html?query=registration>> accessed 20 June 2022.

Other uses for registration data include ensuring that refugees are being protected from abuses like human trafficking by confirming the integrity of refugee protection mechanisms. Nationwide organizations are issuing identification documents even though UNHCR registration remains in place. In order to participate legally, economically, and digitally in their host communities, individuals of concern need to be able to show proof of their legal status in the form of government-issued identification documents. Identity credentials such as an ID card can help refugees gain greater mobility in their new country by allowing them to open bank accounts, apply for a mobile phone number, and access internet services and possibilities that are available to all inhabitants.

There is a PRIMES (Population Registration and Identification Management Ecosystem) ecosystem that conveys together all the UNHCR's identity management, digital registration, and case management capabilities. With the help of several databases (biographic and biometric), PRIMES is able to provide targeted protection, relief, and resolutions to refugees and others who have had to flee their homes. PRIMES simplifies identity management, including registration and biometric enrolment. The principal protection aspects include, firstly determination of refugee status followed by resettlement, statelessness, repatriation, and legal and physical protection. In order to take action based on evidence, data management must include reporting and analysis. UNHCR's data and technology have been integrated into PRIMES to allow partner governments and organizations that help refugees to better deliver services to refugees in a safe and secure manner, often in conjunction with UNHCR.

Refugee women and children can't be properly protected by the United Nations Refugee Agency (UNHCR) until the categories to which the guidelines apply are recognized. Reliable demographic data is essential early on to develop and execute sustainable long-term solutions, regardless of how long refugees may stay within a nation of asylum. An inability to gather enough information or the collection of information that was not intended to be used for long-term planning can stifle future decision-making. As a result of the number of people in need of protection and support, there is a need for a large amount of food and water, as well as shelter, health, and sanitation facilities.

It is imperative that the population figures used in planning are accurate and can be adapted to changing situations. Increasingly, donors expect UNHCR to disclose information on the people who are involved in its fund-raising efforts. Donors should be provided by UNHCR with a broad picture of the impacted population as well as specifics on vulnerable subgroups. People's

origins aid in the formulation of voluntary repatriation programs and the assessment of whether a region can accommodate large numbers of returns. A return to the home country can be made easier if data from asylum-seeking countries is made available to local and central authorities in the country of origin. As a result of deregistration, the UNHCR's records are kept up to date with information on progress toward solutions and the present status of individuals of interest.

There are a number of international and regional accords that define refugee registration procedures and criteria but not on a regular basis. In accordance with the 1951 Convention, the High Commissioner must be provided with statistical data and information by the contracting states on the condition of refugees according to Article 35.⁷³ Furthermore, refugees must be provided with identity papers and travel documents if they lack them through Articles 27 and 28. Lastly, the issuance of documents and certificates similar to those issued to aliens in their territory must be ensured according to Article 25.⁷⁴ It was established at the Executive Committee's 53rd session in June 2002 that Goal 1, Objective 11 of the Agenda for Protection stated that refugee and asylum seekers should be better documented.

Legal and operational procedures routinely overlook the demands of children, especially teens' wants and rights despite the fact that their legal and social status can differ substantially from that of an adult. Staying connected with family, having a safe environment to flourish, and protection from abuse and violence are among their most pressing needs and legal entitlements as human beings. Step one in the process of protecting refugee children is their registration. International protection for children is merely impossible when they are not been registered by UNHCR and its partners, the host government, and other countries. Unregistered children in refugee or refugee-like settings face a variety of dangers, including military recruitment, sexual exploitation, abuse, and violence, as well as early and forced marriage, enslavement, trafficking, and permanent separation from family. It is also important that registrations should give priority to unaccompanied minors.

Refugee women, irrespective of their age, are especially susceptible to exclusion or exploitation during the registration process. Parents or guardians may not want their daughters to be registered in order to avoid any problems when they marry them for dowries while they are still in their teens. People who live with and employ unpaid housemaids may not want to report them. Eliminating instances of abuse and power misuse in the registration process is

⁷³ Article 35, Convention Relating to the Status of Refugees (189 United Nations Treaty Series, 1951)

⁷⁴ Article 25, Convention Relating to the Status of Refugees (189 United Nations Treaty Series, 1951)

imperative to facilitate the registration of marginalised groups.

Developing a registration strategy necessitates assessing current registration systems in light of industry standards and operational requirements, as well as assembling the necessary infrastructure. Detailed examination of current registration, documentation, and demographic data management systems as well as a comparison to UNHCR technical and protection requirements should be part of the review. All of these factors must be considered while determining the registration process. The history and protection of the population, as well as potential futures, should all be taken into consideration. There are further considerations for data-processing requirements and capacity.

It is the purpose of every review to identify the most critical issues and impediments. Assessing a company's registration and documentation system can show how well it serves the organization's overarching aims and targets. A registration strategy is established based on the assessment's findings. Refugees' quality of life is directly influenced by the process of registration. Therefore, the design and implementation of registration operations must take into account the needs and concerns of refugees. Refugees must be interviewed by the UNHCR as part of the registration process. There should be no implementation of any registration strategy or method without first alerting those who are affected of their documentation requirements and concerns. In order to meet protection challenges and secure solutions, the general public should be consulted on the types of data that will be gathered.

There are three stages to the registration process: contacting the population, receiving the population, and obtaining the first data from it. Registration is only complete when the individual of concern and the registration staff have exchanged information directly. It is crucial to impart knowledge to refugees regarding the objective of registration in order to attain a productive outcome. Furthermore, they should be made aware of their rights and responsibilities prior to registration, and it is important to provide clear and transparent communication regarding the UNHCR's or other organisations' efforts to gather information about them. Efforts should be made to locate and provide feedback to refugees and other people of concern. Registration systems should include mechanisms for refugees to raise concerns, voice grievances, and propose improvements.

When people are admitted to the registration procedure, the receptionists learn about their specific registration issues. For example, children who are unaccompanied or separated from

their parents are recognized and assisted with the registration procedures that are required. Individual or collective counselling sessions can be offered to discuss the diverse rights and responsibilities associated with registration and engagement in relevant pursuits. An important aspect of a successful registration system is determining the target audience and scope of registration. There is a wide range of repair options, each tailored to a certain need or setting. Many other registration-related duties can only be completed and the data's reliability and confidence can be assured if the population is accurately accounted for. It is rare to identify people with special needs in a community when asylum seekers and refugees arrive. There are a number of things that receptionists and registration staff need to be aware of in order to identify people who may need special attention, maintain track of those people, and send them in the right direction.

Data collection begins: Prior to conducting interviews, this stage comprises reviewing current data, clarifying any questions raised by that data, identifying discrepancies or missing information, and ensuring that interviewers are adequately prepared. Gathered, compiled, and checked for errors, including duplicates, is information spread over a number of locations and among a number of different stakeholders. "Pre-populating" registration forms are also taken care of at this point. For example, people who are concerned about their refugee status may fill out forms. Fill out a "control sheet," which includes the family's or household's name, its size, age cohorts, and special-needs information, or an appointment log, if desired.

During an interview with a person of interest, photographs are taken, data is obtained and reviewed, and pertinent paperwork for rights and identity is provided. It is necessary for the UNHCR to collect data on both individuals and families. Registration should commence with family or household units in order to determine whether a person is accompanied or unaccompanied and to collect the information of any accompanying family members. Home or family interviews are used to determine and document the relationships between household members or members of a family unit. At this point, it is possible to learn the ages, genders, and names of the members of the household and family. There should be a record of the individual's birth date and location, as well as the name of their spouse, mother and father, as required.

Documentation may be provided to anyone who may be at risk, once there is acceptance of the data registered. Documents such as a driver's license or a social security card are examples of documentation. A person's registration with UNHCR and status as a refugee can be confirmed

at the very least by the paperwork provided therein. A solid rule of thumb is that you should separate your identity documents from your entitlement paperwork. There is less possibility of fraud and misuse, such as reselling, trading, or forging an identification card, because the value of the card is confined to the individual to whom it was granted.

Systematic and continuous verification, along with eventual deregistration assists in preserving the correctness and authority of the data registered. One or more forms must be verified as part of numerous registration procedures. Rather than a single step, it's a recurrent activity that happens repeatedly throughout the registration process. There should be an update to the registration data for individuals and groups that are still a concern. In order to increase the quality of the data, the registration procedure is repeated several times, starting with notifying and contacting those who should be contacted. As important as registration, deregistration is equally as critical to the integrity of registration records. There should be a regular assessment of persons' records to determine whether they should be kept as individuals of concern or if they should be removed. Some of the recorded population may be deregistered due to reintegration, resettlement, or naturalization. However, the same must not be misconstrued for a reason to review an individual's or group's refugee status through a determination procedure, despite the fact that certain registration review methods are almost as detailed and involved in that process.

For issuing identity documents, and other documents such as health cards and identification of beneficiaries, quality registration is required. It is common practice to collect or update an individual's UNHCR registration information at the same time as completing a mandate Refugee Status Determination (RSD) application, despite the fact that the two processes are distinct. RSD and UNHCR registration both require specific criteria and goals to be met during the process. An important part of the application process is to make RSD legal. Thus, the UNHCR receives more and more comprehensive information compared to the standard registration process. Documentation describing the reasons for and circumstances behind a person's departure from their home country, as well as other relevant details, can be found here. When it comes to determining a refugee's legal status, UNHCR's Procedural Standards for Refugee Status Determination provides detailed instructions. These considerations must be kept in mind when designing registration systems for RSD operations.

3.4 Registration of Refugee Children

Regardless of who does the registration, it is crucial that unaccompanied minors and separated children be promptly identified, registered, and documented without any delay. So that they can find their family and provide them with safety and support. Any humanitarian response to a refugee crisis must include the registration of unaccompanied and separated children. Parents and caregivers who intentionally isolate themselves from their children in order to gain greater benefits or because they believe that their children will be better cared for in institutions or under special programs are prone to false cases of neglect. Rather than registration itself, many problems have to do with the administration of benefits like food. When it comes to avoiding these kinds of problems, registration is a good option. Adequate training is needed for the registration personnel and utmost care should be given while dealing with unaccompanied and separated children.

The inter-agency standard form for unaccompanied and separated children's registration and documentation should be used in all situations. There should be a record of the child's name and current situation, as well as his or her views and intentions. When a child moves to a new place, they should always bring their registration documents with them and photographs should be obtained accordingly upon their identification for the proper record. Furthermore, interviews for enrolment are required to be conducted in a calm setting by professionals who have undergone appropriate training. Registration sites will need to be set up for this activity.

Children who are unaccompanied or separated from their families should be reunited with them as quickly as possible. Using standardized forms and technologies that are interoperable is essential for tracing. Cross-border tracing efforts are mandated by both the UNHCR and the International Committee of the Red Cross (ICRC). There must be a balance struck between protecting children's privacy and their best interests while sharing their data across national borders and within countries. As much information as necessary for family tracing while minimizing harm to the child and their family is the primary goal.

3.5 Registration of Women Refugees: A Protectionist Standard

To ensure the safety of refugee women, a complete formal procedure of registration is essential. A better understanding of the women of concern's individual protection and assistance needs can be achieved when UNHCR and others have access to their location, the composition of

their families and households, and other personal data related to registration. This enables appropriate interventions to be targeted and their situation to be tracked over time. In 2001, the UN High Commissioner for Refugees committed to registering and documenting each refugee on an individual basis, a step that had long been recognized as critical to the advancement of refugee women's rights.

In order to receive assistance and services, as well as to exercise basic freedoms like the freedom to travel and the ability to reunite with family, proof of identification is frequently required. Freedom of movement and essential rights have been denied to refugee women in the past because they lacked proper registration and personal papers such as identification cards, marriage certificates, divorce certificates, and birth certificates for their children. The absence of adequate documentation has rendered refugee women incapable of asserting their rights to property ownership or inheritance upon repatriation, obtaining assistance for their offspring from former spouses or partners, or avoiding detention and confinement by law enforcement authorities. Often, important identity cards or refugee registration cards are only given to male spouses or male relatives. To ensure that refugee women are not reliant on others, they should be registered and documented on their own.

Direct and indirect forms of gender discrimination may jeopardize women's access to and treatment in the registration process. In order to protect these women, the international community's ability to do so is severely compromised if women are denied access to the registration process or are treated unfairly within it. Sexual abuse has been linked to registration processes in a number of areas. A woman's right to self-representation must be safeguarded, and women should be encouraged to do so during the registration process.

Registering refugees and other individuals of concern as well as storing and using demographic data is a fundamental UNHCR protection measure that is integrated into its overall approach. The three "cornerstones" of this method are operational requirements for registration, documentation, and population data administration. To complete registration and demographic data management activities in accordance with a generally accepted standard procedure.

The unified technique starts with existing data and readily available information and uses corresponding information to corroborate and enhance levels of confidence in the accuracy of present records. Until the individual has been deregistered, the identical information record will be continually updated. It is possible for teams to conduct interviews and reviews of any

individual or family at any time, as long as the registration data is continuously verified and validated as part of the unified approach.

3.6 Registration of Death, Birth, and Marriage

Persons of concern enjoy the same civil registration rights as everyone else, including the right to get the required documentation and certifications for their births, marriages, and deaths. As established in international human rights legislation and accords, this is a fundamental government duty in the asylum region. A person's existence is recognized internationally and legally if he or she has a birth certificate. Immovable and movable property inheritance is virtually always dependent on a person's death certificate or death registration, and this is especially true when that person returns home after an asylum or exile. The registration and certification of marriage ensure the legal recognition and protection of family unity, as well as the transfer of property and other rights.

Refugees' "important incidents" should be recorded and documented by the asylum territory's government, and the UNHCR will advocate for and provide support if necessary. The United Nations Refugee Agency (UNHCR) should maintain track of and document crucial events that are not recognized or documented in traditional national registers. Birth and death certificates, marriage licenses, divorce agreements, and matriculation certificates generated in asylum territories should be recognized by the nation of origin. This recognition should be included in all agreements, whether they are tripartite or not.

Birth registration is the process of officially recording a child's birth at a state administrative level. The official record of a child's birth is both permanent and formal. To ensure the safety of children, the registration of their births is essential, as it gives them a legal identity and identifies their age and gender. As a result, UNHCR concerns are entitled to a wide range of benefits and privileges, both during and after their time with the organization. Access to education, food and healthcare, as well as the right of citizenship and personal status to vote, acquire a passport, open a bank account and own property in the future, are examples of rights based on nationality and personal status.

Human trafficking, enslavement, forced recruitment, early marriage, underage labour and adult incarceration and prosecution can occur if refugee children are unable to verify their age or identity to the authorities. Lack of birth registration and certification may result in statelessness, as it is frequently necessary for citizenship. Statelessness is created when a person is not

recognized as a citizen of any state, and hence does not have the rights that come with citizenship.

Refugees and those who have been internally displaced have a greater risk of missing out on their birth certificates. Newborn children of refugees and asylum seekers are not recorded in several asylum-seeking states. These countries may refuse to accept refugees from certain ethnic or racial groups because they consider them unlawful immigrants, refuse to grant them citizenship, or for other political motivations. It is possible that some countries or refugee-hosting communities do not have a working birth registration system. Refugee parents often encounter difficulties while registering the births due to a lack of physical access to civil registration offices, insufficient paperwork, language barriers, and misunderstandings of the law by locals.

Every child has a right to their respective identity, name, and nationality. These factors in a refugee child are overseen by the UNHCR, whereas UNICEF oversees the operation of the “Convention on the Rights of the Child”. With regard to children’s rights and Convention implementation, their Memorandum of Understanding spells out their respective responsibilities. The usual national civil registries should always be used to record refugee births. Refugee births should be registered and certificates issued in line with national rules whenever possible, which calls for close collaboration between the Office and the relevant authorities. Even if only a tiny percentage of the refugee population has access to national processes, birth registration should be pursued because it is an individual entitlement.

UNHCR and other partners should work together to create a local system that captures the minimum amount of information necessary for official civil registration to be completed at a later date. Documentation and legal authentication of the child’s name, date of birth, place of birth, witnesses to the birth, and nationality of both parents, as well as their addresses, are all required. This should be documented in any family records or other documentation that are retained by the refugee and their family.⁷⁵

Parents must receive a birth notification or attestation that contains all of the necessary information, regardless of the system in place. To ensure that all refugees are properly documented, UNHCR written attestations should be authenticated by the local authority if that

⁷⁵ ‘Civil Status Documentation’ (*Global Focus*) <<https://reporting.unhcr.org/civil-status-documentation-1>> accessed 20 June 2022.

is not possible. Furthermore, legally confirmed documents, during the situation of voluntary repatriation, ought to be delivered to the respective competent authorities in the country of origin. Help refugees and their families understand why birth registration is so important. The right to register a birth and the procedures for doing so should be made clear to nurses and birth attendants.

3.7 Impact of COVID-19 on Refugee Registration

Indian refugee populations suffered greatly as a result of the COVID-19 pandemic. It has been found that the UNHCR's "Cash-Based Assistance" program is inadequate in scope and coverage. More than 56% of Rohingya refugees in India lost their jobs as a result of the outbreak. Around six Chin migrants died of Covid-19 infection in the second wave, often without obtaining medical assistance in official hospitals due to a lack of documentation or financial resources to pay for private hospitalization. A government-issued identity card, such as an Aadhar card, passport, or Permanent Account Number, is required to register with the CoWin platform for COVID-19 immunization. Unrecognized and undocumented refugees, in particular, are not qualified for these documents, and private healthcare is prohibitively expensive for them.⁷⁶

At a time when minorities are fleeing violence and seeking refuge in war-torn Afghanistan, India's contentious Citizenship Amendment Act (CAA) has failed to provide adequate protection. This means that Anarkali Kaur Honaryar and Narender Singh Khalsa, both members of Afghanistan's parliamentary Sikh and Hindu minority, are not eligible for the CAA's protection because they did not arrive in India on or before December 31, 2014. Furthermore, in the year 2021, India turned away dozens of Afghans and Myanmarese lawmakers seeking asylum. Until India approves a refugee legislation, asylum applicants will not be able to register with the Indian government for deportation. The security concerns will remain, and any hope of returning home will be shattered. The lack of a refugee law is detrimental.

The observance of human rights will not only help in controlling the refugee population, scattered demographics, and curbing the impending problem of inclusion of such individuals in the regular governance of the state, but also shall create a state-public partnership model of

⁷⁶ 'WFP Global Response to COVID-19' (*World Food Program*, 29 June 2020)
<<https://docs.wfp.org/api/documents/WFP-0000117304/download/>> accessed 20 June 2022.

security, safety, progression, and peace. Thomas Paine believed that “man did not enter into society to have fewer rights than he had before but to have those rights better secured.”⁷⁷ The current policy framework and approach of nation states towards the refugee population within their borders reflects the emergence of a novel set of humanitarian laws. These laws prioritise the constructive and efficient integration of refugees into the legal structure of the state, enabling them to access and exercise their rights as dignified individuals residing within the democratic and sovereign territory of India. The policies pertaining to education for refugees are designed to enable them to lead a respectable life and also to aid them in presenting themselves more effectively before legal or administrative authorities, thereby advocating for their rights as an educated and informed member of the community.

3.8 Detecting Refugee Education on the radar of Article 21(A)

The constituent assembly being pre-occupied and moreover over-burdened by formulating a supreme law of the land, which shall govern the citizenry of the largest democracy, unintentionally left out the element of refugee education, however, within the eminent domain of such comprehensive living document added the element of education, as a qualified right of the individuals being governed by the constitution. Over the years the Supreme Court, while broadening the horizon of education being a fundamental right, has expanded its scope on being not only applicable to the citizenry, but also the children who are residing in the territory of India. The view while finding its backing from the legal provisions of The Right of Children to Free and Compulsory Education Act, 2009 and Universal Declaration of Human Rights (UDHR), extends the scope of application of the substantive law to not only the citizenry but also to the refugees, and forwards its intent of providing education to every section of the society as a virtue, which brings prosperity to the society and lives of the people in the state. While extending the view of several international agreements and conventions ratified and signed by the Republic of India, the Supreme Court stated in *Arunachal Pradesh v. Khudiram Chakma*,⁷⁸ that: “Article 14 of the Universal Declaration of Human Rights, which speaks of the right to enjoy asylum, has to be interpreted in the light of the instrument as a whole, and must be taken to mean something. It implies that although an asylum seeker has no right to be granted admission to a foreign state, equally a state that had granted him asylum must not later return him to the country he came from. Moreover, the article carries considerable moral

⁷⁷ Paine T, *Rights of Man* (1984)

⁷⁸ *Arunachal Pradesh v. Khudiram Chakma*, 1994 Supp (1) SCC 615.

authority and embodies the legal prerequisite of regional declarations and instruments.”⁷⁹ It can be argued that the state has a moral obligation to improve the living conditions and provide means of livelihood and education for refugees under its protection. This duty is in line with the humanitarian conventions that India, as a sovereign nation, is a signatory to. Therefore, fulfilling this obligation is an important aspect of India's commitment to these conventions.

The Supreme Court recently in case acknowledged that entitlements ensured under Articles 14 and 21 are accessible to individuals regardless of their citizenship status but expressed that the entitlement to avoid deportation is an ancillary or accompanying aspect of the entitlement to inhabit or establish oneself in any region of India as ensured by Article 19(1)(e).⁸⁰ While the National Courts may draw inspiration from International Conventions/Treaties, it is important that such sources do not contradict the domestic law.⁸¹ Accordingly, in the event that such refugees are not deported to their respective countries, the Constitution of India shall apply to such individuals as a means to maintain a lawful society that safeguards the character of India as a welfare state from every aspect. The instance of extending educational aid apart from residence and food on humanitarian grounds, in India though not conforming within the definition of the international law, prior to its ratification, conversely provides for a morality-based approach of law which has moulded its shape from evolving social customs and traditions.

The societal partitions resulting from the expansion of borders have not diminished the inherent sentiment of '*Aditi devo bhava*' among the populace throughout India, which retains its practical and legal significance. The same upon being applied to the individuals, who have migrated to a foreign state (India) in fear and to seek aid and assistance, the intent of providing assistance through protectionist policies which can be reflected through accommodation, issue redressal and education policies, provides for a progressive interpretation of law, which a protectionist character. The judgment as cited above while taking into consideration the views of UDHR, allows for a protective interpretation of law, which secures the rights and interests of not only the citizens but also the refugees who seek the shelter of a foreign nation, in times of need.

The element of education here being a successor to the issue of residence and livelihood, holds

⁷⁹ 1994 Supp (1) SCC 615.

⁸⁰ Mohammad Salimullah v. Union of India, 2021 SCC OnLine SC 296.

⁸¹ Bhardwaj P and others, “Rohingya Refugees Not to Be Deported Unless the Procedure Prescribed for Such Deportation Is Followed: Supreme Court | SCC Blog” (*SCC Blog*, April 8, 2021) <<https://www.sconline.com/blog/post/2021/04/08/rohingya-refugees-not-to-be-deported-unless-the-procedure-prescribed-for-such-deportation-is-followed-supreme-court/>>

critical significance in daily functioning of the refugees across nations. In this regard, over the years the states have brought forward textually neutral education policies which does not make an individual qualified for free and compulsory education based on their status of residence and citizenship. With the statement marked in the UDHR 1941 provides that “Every human being has the right to education. Education must be free, at least in the primary and fundamental stages. Elementary education shall be compulsory. Advance and professional education shall be made generally available and higher education shall be accessible to all on the basis of merit”.⁸²

The Supreme Court of India while extending such views in the case of *Mohini Jain v. State of Karnataka & Ors.*⁸³ broadly marked that, “Right to life is the compendious expression for all those rights which the Court must enforce because they are basic to the dignified enjoyment of life. It extends to the full range of conduct which the individual is free to pursue. The right to education flows directly from right to life. The right to life under Article 21 and the dignity of an individual cannot be assured unless it is accompanied by the right to education.”⁸⁴

The court held that it is incumbent upon the State Government to make efforts towards ensuring the provision of educational opportunities across all tiers.⁸⁵ The court went on to say that unless the people of this country are educated, the preamble's aspirations would remain on paper, and the promise of the preamble's three-pronged justice is merely an illusion to the illiterate.⁸⁶ Such obiter while forwarding the view of education being a premise of efficiently exercising an individual's rights, finds itself to be a standard marker through which the growth and prosperity of the nation and happiness of the residents of such nation is evaluated upon.

In another case, the Supreme Court has articulated that the entitlement of a child should not be limited solely to receiving education that is free and mandatory, but should also encompass the receipt of education of high calibre, devoid of any bias based on their economic, social, or cultural origins.⁸⁷ The element of education holds a morality based neutral character which extends its arms of support to not only the citizens but also to the non-citizens (here being the refugees), within its domain. This expansive interpretation can be brought into the textual domain of the law since such aid of education shall be provided to every individual in the state

⁸² Article 26, Universal Declaration of Human Rights, 1941

⁸³ *Mohini Jain v. State of Karnataka & Ors*, AIR 1992 SC 1858.

⁸⁴ *Ibid*

⁸⁵ *Ibid*

⁸⁶ *Ibid*

⁸⁷ *State Of T.Nadu & Ors vs K Shyam Sunder & Ors* on 9 August, 2011 AIR 2011 SC 3470.

irrespective of their economic, social and cultural background which holds no limitation of citizenship (as per the conjunctive reading of the judgments mentioned above); ultimately fulfilling the constitutional mandate of justice, wherein the justice as virtue should not only be done but should manifestly and undoubtedly be seen to be done.

3.9 Mitigating the Refugee and Education Gap: Provincial Level

More effective than the international and pan-India conventions are the state-level initiatives as the issues of refugees will be addressed at a grassroots level. States like Himachal Pradesh, Tamil Nadu, Arunachal Pradesh, and Hyderabad (Telangana) host a valid number of refugees. The accessibility to these places by road and boat is higher and hence more refugees arrive and reside in these places. However, despite all the concerns of security and welfare that the refugee population poses in these states, they have not failed to ensure basic minimum survival for them including education which is one important facet of development.

3.9.1 Himachal Pradesh

The state of Himachal Pradesh has experienced a heavy influx of Tibetan refugees from the Tibet region that is unhappy with the growing Chinese regimentation in the region. They sought asylum in this state near to their place of origin and gave their cultural influence to this Indian state. India has always walked on the ideals of harmony and acceptance and it is reflected in multiple developmental policies that the states take to nurture these refugees. The state of Himachal Pradesh has approximately 28000 Tibetan refugees. The Himachal Pradesh University, which conducts counselling on behalf of the state government, allocates seats in medical colleges to ‘children of Tibetan refugees’ in Government Medical Colleges⁸⁸. Also, recently, in the year 2018, the state government increased the total seats reserved for the Tibetan population to 5 by adding one more MBBS seat for Tibetan refugees.⁸⁹ The recent move of the union government to hand over the schools in Shimla to private Tibetan NGO named “Sambhota Tibetan Schools Society” has met great deal of opposition from the state executive of Himachal Pradesh whose major concern is that the strength of Tibetan children in these schools as compared to Indian students is negligible and such a move will dissuade many

⁸⁸ Himachal Pradesh University, ‘Centralized Counseling Prospectus’ (2020)
<<https://www.hp.gov.in/hpdmer/file.axd?file=2020%2F12%2FMBBS-BDSProspectus-2020.pdf>> accessed 1 June 2022.

⁸⁹ Ibid.

Indian students from continuing studies in these schools. Therefore, they have rather proposed to convert these institutions into Kendra Vidyalaya.⁹⁰

3.9.2 Delhi

For refugees who have already lost their motherland due to economic or political turmoil, education is the only means to establish a foothold in the world outside their country of origin. India is surrounded by nations in turmoil owing to political instability or unable to subsist economically; all refugees arriving from such states require adequate education in order to survive and sustain themselves. According to 16 research from 8 organizations spanning 17 distinct situations (ranging from violence to protracted crises and disasters) and displaying the views of 8749 children, education is a priority for 99% in crisis situations⁹¹.

The majority of the refugees in Delhi, India's capital city, are Rohingyas, refugees from Afghan and from Somalia and other countries. Children of refugees and asylum seekers were allowed to study at the National Institute of Open Schooling (NIOS) despite them not having original birth certificates. From 2010 onwards, NIOS decided to accept UNHCR certificates that included the date of birth instead. Given that registering the family with UNHCR in order to be proclaimed a refugee in the host country is a procedural element⁹², the NIOS policy change in 2010 allowed them to receive children once they were recognized as asylum seekers by the UNHCR and broadened the scope of accepting refugee children. The NIOS allows students to study from home, providing them with a one-of-a-kind chance to complete secondary education (Class 10 and 12, equal to O/A Levels education). In addition, the NIOS offers eclectic vocational courses in Computer Applications, Technology, Para-Medical Sciences, home science, and Agriculture.⁹³

The following are the government's roles in providing proper structural direction to children seeking education; there are also several NGOs and organizations operating in Delhi to give better education to refugees. Project "School of Humanity" of the 'Ubais Sainulabdeen Peace

⁹⁰ 'HP Minister Suresh Bhardwaj Writes to Centre Not to Hand over School to Tibetan NGO | Shimla News - Times of India' (*The Times of India*) <<https://timesofindia.indiatimes.com/city/shimla/hp-minister-writes-to-centre-not-to-hand-over-school-to-tibetan-ngo/articleshow/86214577.cms>> accessed 1 June 2022.

⁹¹ 'What do children want in times of emergency and crisis?' (*Save The Children*) 2015 <<https://www.savethechildren.org/content/dam/global/reports/education-and-child-protection/what-children-want.pdf>> accessed 20 May 2022.

⁹² Agarwal T and Anushka, 'Afghan Refugees in the Higher Education System in Delhi,' *The Routledge Handbook of Refugees in India* (1st edn, 2022) accessed 18 May 2022.

⁹³ UNHCR, 'Newspaper New Delhi' Newsletter New Delhi (1 June 2022).

Foundation' (USPF) is one such organizational project that is now operating in Delhi to give educational support to refugees. The School of Humanity is concerned with the education of displaced children. USPF believes that children must be educated both culturally and formally. Religious and semantic studies are cultural aspects, but the formal front focuses on giving students a path to transition into mainstream society by providing them with knowledge in fundamental science, mathematics, and communicative English, which is also cultural⁹⁴. Because the majority of the refugees are Rohingya and Afghan Muslims, the basic education is in their own language. Hindi and English are purposely imbibed to become part of their everyday dialect as it is critical to their survival in India and throughout the world. USPF involves children in sports and other creative activities, including picnics, for their holistic growth. Along with the school, USPF assists the children's religious and cultural education, as desired by the community in order to maintain their culture.⁹⁵

Dr. Dilip Joseph, the founder of Bridges academy, a school established exclusively for Afghan refugees in Delhi, believes that emphasizing language is critical for refugees from Afghanistan. The motivation for emphasizing language has been to assist refugees in adjusting to the social and professional environments, as in Afghanistan they are only taught Dari, which is not widely spoken in the Western world or in India itself. Bridges Academy, which now educates 85 students in grades VII to XII, follows the Indian NIOS and the American GED curriculum, making it simpler for students to continue their education in Western nations if they relocate⁹⁶.

Lastly, Bosco Organisation for Social Concern and Operation (BOSCO), which is an Organization for Social Concern and Operation, New Delhi, is a UNHCR implementing partner for the Refugee Assistance Program. It has three locations in and around Delhi. BOSCO focuses on supporting and educating refugees and asylum seekers of various nationalities. This program offers a variety of services, including health care, psychosocial support, education and training, livelihood assistance, youth clubs, and community mobilization. The Training Program offers English courses, Hindi speaking courses, Basic and Advance Computer training, and NIOS for classes X and XII to refugees and asylum seekers from various nations

⁹⁴ Ubais Sainulabdeen, 'Refugee Rights' (USPF) accessed 19 June 2022.

⁹⁵ 'Education an escape for Rohingya students in Delhi' (*The New Indian Express*, 10 June 2022) <<https://www.newindianexpress.com/thesundaystandard/2019/jul/07/education-an-escape-for-rohingya-students-in-delhi-2000419.html>> accessed 1 June 2022.

⁹⁶ Blessy Mathew Prasad, 'A School for Afghan Refugees in South Delhi' (*The Citizen*, 5 March 2022) <<https://www.thecitizen.in/index.php/en/newsdetail/index/14/21539/a-school-for-afghan-refugees-in-south-delhi>> accessed 19 June 2022.

staying in Delhi.

3.9.3 Tamil Nadu

The Tamil Nadu government has introduced slew of benefits for the Sri Lankan refugees who are distraught due to the prevailing economic hardships in the nation.⁹⁷ The Stalin government has issued a total package worth 317 crore for upgrading the dwelling units and oversee their welfare. The government has vowed to construct approximately 3500 houses along with financial assistance for refugee children pursuing engineering. Moreover, in the case of *Gnanaprakasam v. The Government Of Tamil Nadu*⁹⁸ on 8 October, 2014, the State Government has filed a separate affidavit setting out the facilities, which already stand extended to the refugees. The same, as set out in para 3 of the affidavit, which provides for:

1) The refugees who are residing in Refugee Camps are provided with essential amenities, including lodging, electricity, potable water, sanitation facilities, rudimentary healthcare services, transportation, and access to link-roads, all of which are overseen by the relevant Panchayat. These services are provided to the refugees at no cost.

2) According to a letter dated 11.7.2008 from the Ministry of Home Affairs, Government of India, Sri Lankan refugees residing in camps are provided with Cash Doles at rates specified therein.⁹⁹ The monthly remuneration for the head of the family is Rs.400. The monthly fee for individuals aged 12 years and above in the category of "Other Adults" is Rs. 288. The monthly cost for the first child is Rs. 180. The monthly fee for other children is Rs.90.

Head of the Family: Rs.400/- p.m. Other Adults: Rs.288/- p.m. (12 years & above) 1st Child: Rs.180/- p.m. Other children: Rs.90/- p.m.

3) Every year, clothing materials are distributed at no cost.

4) Every adult is provided with blankets once every two years.

5) The camp refugees are provided with one set of utensils every two years at no charge.

6) The government provides free education up to the Plus Two level, inclusive of textbooks,

⁹⁷ R.K Radhakrishnan, 'Tamil Nadu Government Announces a Slew of Benefits for Sri Lankan Refugees, Including Measures to Improve Conditions in Camps' (*The Frontline*, 27 August 2021) <<https://frontline.thehindu.com/dispatches/tamil-nadu-government-announces-a-slew-of-benefits-for-sri-lankan-refugees-including-measures-to-improve-conditions-in-camps/article36132956.ece>> accessed June 10, 2022

⁹⁸ *Gnanaprakasam v. The Government Of Tamil Nadu* W.P No. 18373 of 2008

⁹⁹ Government of India, Ministry of Home Affairs, (FFR), New Delhi, vide Lr.No.3/4/2003/RHI/MD dated 11.7.2008 with effect from 1.8.2006.

notebooks, uniforms, noon-meals and bus passes for transportation from the camp to school. Bicycles are provided free of charge to first-year students.

3.9.4 Telangana and Hyderabad

The new communities of refugees to have entered India from the east are Rohingyas from Burma or Myanmar. Often tagged as ‘illegal migrants’, they have faced all the possible odds however, Telangana has successfully established the first night school for the Rohingyas in Balapur with an aim to educate the children and adults. Besides teaching English spoken language to the adult at night, Muslim children get to learn primary education from the UNHCR or the United Nations High Commissioner for Refugees. Such initiatives are yet to be backed by governments but their prevalence can be a path enlightener.

3.10 Exploring Refugee Education in India: A Jurisprudential Battle

The previous discussions have highlighted the steps taken by the state legislatures to enhance the living status of refugees. However, the Indian judiciary has been equally active and responsive in dealing with such cases. In this section, the focus has been laid on some cases that were unreported and held by Trial Courts in India regarding refugees and the violation of law and order. In the case of *State v. Farid Ali Khan*¹⁰⁰, the accused was arrested under the Foreigners Act 1946 and failed to produce his valid refugee documents as issues by the UNHCR and the government. However, the law allows accused up to 12 hours to produce these documents and because such a period was not granted to the accused, the court discharged him. Contrary to this, in *State v. Montasir M Gubara*,¹⁰¹ the accused failed to produce the valid documents and was placed before the court that sentenced him to rigorous imprisonment for 6 weeks along with fine. This sort of different jurisprudence for similar instances raises considerable question about the symmetrical dispute resolution and justice delivery for like circumstances. India is a nation built on the virtues of harmony and empathy that is extended through its judicial wing too. In the case of *State v. Eva Massar Musa Ahmed*¹⁰², a Sudanese citizen arrested under the act of 1946 was kept under custody for 10 days but later reduced her punishment for she had been through brutal experience of gang rape for converting into

¹⁰⁰ *State v. Farid Ali Khan*, India: Magistrate Courts, 1 November 1995, available at: https://www.refworld.org/cases,IND_MMM,3f4b8f2e4.html [accessed 24 June 2022].

¹⁰¹ *State v. Montasir M Gubara*, C.C. No. 427/P/1994, India: Magistrate Courts, available at: https://www.refworld.org/cases,IND_MMM,3f4b8fe14.html

¹⁰² *In Re Eva Massar Musa Ahmed*, FIR No-278/95

Christianity from Islam. Such decisions reflect the evolution and the humanity with which India deals with refugees.

Along with these, judgments have also been passed on matters relating to service matter and livelihood. In the case of *Satish Kumar Singh and Others v. Union of India and others*¹⁰³, the petitioners had requested a ruling that Tibetan nationals employed with the Central Tibetan School Administration (CTSA) should not be regularized or be given permanent employment because CTSA is an organization governed by the central civil service rules. It was established in 1961 for educating the children of Tibetan refugees and for the same 236 Tibetan refugees was given employment with the CTSA. To put this into effect, the central government issued a statement while the lawsuit was still pending, stating that 236 Tibetan refugees working for CTSA would receive a one-time exemption and that no new refugees would be recruited to regular positions within CTSA going forward. *Louis De Raedt v. Union of India and Others*¹⁰⁴ is one case decided by the apex court of the country which is regularly referred to for cases pertaining to refugees and their rights. In this case, the apex court observed that the fundamental rights of foreigners are limited to the scope of Article 21 of the Indian Constitution does not include the right to settle in India as mentioned in Article 19, which is applicable to citizens of India. To draw an extension from the same, it can be observed that Article 21 of the Indian Constitution includes right to education as a fundamental right under Article 21-A through the eighty-sixth amendment that guarantees free and compulsory education of all children in the age of 6-14 years. Therefore, if these foreigners are granted rights mentioned under article 21, they can be said to also have right to education for the children of this age group at least and hence, creating an obligation on the government to safeguard this right of the refugees.¹⁰⁵

In the case of *Ktaer Abbas Habib Al Qutaifi v. Union of India*¹⁰⁶, the court observed that the Geneva Conventions don't give any specific remedy rather just an indirect protection for its branches. It is not made enforceable by the government and there exists just an obligation on the government to respect it. However, in such a circumstance, the provision that comes to rescue is Article 21 of the Indian constitution that guarantees "dignified life to an individual than just existence" and therefore, by enforcing the same, the very virtues of these conventions can also be imposed. Article 33 of the UN Convention discusses the principle of non-

¹⁰³ *Satish Kumar Singh and Others v. Union of India and others*, CWP No. 405 of 2014.

¹⁰⁴ *Louis De Raedt v. Union of India and Others*, 1991 AIR 1886.

¹⁰⁵ Sarker SP, *Refugee Law in India: The Road from Ambiguity to Protection* (2017)

¹⁰⁶ *Ktaer Abbas Habib Al Qutaifi v. Union of India*, 1999 CriLJ 919.

refoulment which prevents expulsion of a refugee where his life or freedom would be threatened. Article 51(c) of the constitution casts a duty on the state to endeavour to “foster respect for international law and treaty obligations in the dealing of organized people with one another”.¹⁰⁷ Therefore, extending the above stated provisions of the constitution, education for the children of the refugee clans migrating to India can also be argued for because it is education that has the potential to convert mere animal existence to dignified life in the society. It gives them a voice to make a fair point and rationally decide the situations and dilemmas they are put in.

In *Gulsher v. Government of NCT of Delhi and another*¹⁰⁸, The Delhi High Court ruled that by referencing supplemental laws like the right to education act, which permits kids to participate in government institutions regardless of their legal status. Refugees have been allowed access to essential socio-economic rights and by the above drawn statements; their children must also have the right to seek education in government schools. In the landmark judgment of *Unnikrishnan JP and Others v. state of Andhra Pradesh*¹⁰⁹, the court has extensively discussed the intertwined jurisprudence of right to life and right to education. On consideration of Article 21, 38, 39(a) and (f), 41 and 45 of the constitution, the court held that the objectives laid in the preamble of the constitution cannot be achieved until education is extended to all the citizens of the country. They went to the extent of stating that right to education directly flows from right to life. Drawing from the same, it can be concluded that right to life personal liberty, which is given to non-citizens too, gives reason for demanding right to education too. In *Avinash Mehrotra v. Union of India and others*¹¹⁰, the court laid down certain model safety guidelines as part of Article 21 and for free and fair exercise of fundamental rights under Article 14, 15 and 19 of the Indian Constitution. Therefore, along with education rights that can be traced to being guaranteed from elaboration of article 21, a safe and secure environment in the school can also be promised to them.

It is interesting to note that even if, hypothetically, all the other freedoms are removed from the constitution with just Article 21 being retained, its ambit and interpretation is so wide and ranging that it has the potential to include the freedoms in it. Culture of India is woven on the basic tenet of “*Vasudhaiv Kutumbakam*” meaning the whole universe is one family. Such are

¹⁰⁷ Article 51 (C), Constitution of India.

¹⁰⁸ *Gulsher v. Government of NCT of Delhi and another*, W.P.(C) 10833/2019 & CM No.44817/2019 Delhi HC.

¹⁰⁹ *Unnikrishnan JP and Others v. state of Andhra Pradesh*, AIR 1992 SC 716.

¹¹⁰ 2009 6 SCC 398.

the virtues of the nation where in 1971, despite there being threat to national security, the government allowed refugees from East Pakistan to take shelter on Indian borders. There has always been a stronghold environment maintained by the law makers where these homeless people are either deported or detained and therefore, it becomes all the more relevant to secure their human rights by giving them a fair environment to grow in. For refugees to understand the repercussions of the decisions taken by the government, they must be educated in this society because the young and impressionistic mind of the child has no fault when he was made to evade his original place along with family and others.

CHAPTER 4

4.1 Education for Refugees: Searching for Best Practices

Education is the bedrock of development and growth in a society. Education is a fundamental pillar upon which contemporary societies are constructed, as evidenced by its continued prominence in the present day. Education can facilitate the acquisition of knowledge and enhance an individual's self-assurance. Enhancing one's professional and personal growth can be facilitated through this approach. It facilitates the process of making informed decisions in various aspects of life. Primarily, it endows an individual with agency and provides them with the necessary tools to effectively traverse the complexities of the world.

Historically, the practise of restricting access to education for marginalised individuals has been utilised as a means of subjugation. India has a rich history of arduous struggles for educational rights dating back to the pre-independence era. Despite progress, the fight for these rights continues in many respects. Refugees frequently face challenges that are suppressed due to apprehension of prejudice, mistreatment, and repatriation. For refugees, the struggles often are silenced by fear of discrimination, abuse, and refolement.

4.2 Role and Impact of Education in Uplifting the Refugees

The current global refugee crisis or forced migration has severely impacted the children and the youth, increasing their fragility and unstable situation, with especially catastrophic repercussions for their schooling and ultimate incorporation into the host culture. Education is considered a basic human right which is enshrined in the Refugee Convention 1951 and the Convention on the Rights of the Child 1989. These conventions become essential for the exercise of other human rights. The 4th Sustainable Development Goal has universal application and strives for quality education for all people. It aims to ensure that all boys and girls should enjoy complete, free, equitable, and quality education, which includes both primary and secondary by the year 2030. This will lead to relevant and effective learning outcomes that help in the growth of the children and the country as a whole.

The children and youth are particularly affected by losing their right to quality education as a result of forced migration. Education holds paramount significance in refugee community. It is an essential instrument for promoting the interconnection of refugees into host countries. This programme enables students to engage in the study of linguistics, history, and cultural

traditions of the surrounding community, while simultaneously acquiring additional knowledge and skills that can enhance their prospects for career advancement or self-employment. In other words, education helps in empowering the refugee community and widening the capability to make their dreams come true.¹¹¹ As a result, refugees' identity cannot be a hindrance to pursuing their hopes. To address this potential stumbling block, the framers of the 1951 Convention Relating to the Status of Refugees¹¹² and its 1967 Protocol¹¹³ were assured that refugees and asylum seekers should receive education in "the same circumstances" as citizens in terms of basic education¹¹⁴ and "in the same circumstances" as foreign nationals in terms of tertiary education.¹¹⁵

The right to education was initially enshrined in article 26 of the Universal Declaration of Human Rights (UDHR) of 1948¹¹⁶ and was given legal force by article 13 of the International Covenant on Economic, Social, and Cultural Rights (ICESCR) of 1966.¹¹⁷ The significance, pleasure, and benefits of education can be derived from the United Nations Education, Scientific, and Cultural Organization's (UNESCO) 1974 restricted definition of education – "Education is the entire process of social life by means which individual and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capabilities, attitudes, aptitudes, and knowledge."¹¹⁸

The Economic and Social Council, in 1999, provided a comprehensive definition of education in its General Comment No. 13.

"Education is both a human right in itself and an indispensable means of realising other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Education has a vital role in empowering women, safeguarding children from exploitative and

¹¹¹ Kavuro C, 'The Value of Education for Refugee Livelihood' (2013) 6 Global Education Magazine 8

¹¹² Statute of the Office of the United Nations High Commissioner for Refugees, GA Resolution 428(V), 14 December 1950.

¹¹³ Protocol Relating to the Status of Refugees, GA Resolution 2198 (XXI), of 16 December 1967.

¹¹⁴ Article 22(1) of the 1951 Refugee Convention.

¹¹⁵ Article 22(2) of the 1951 Refugee Convention.

¹¹⁶ Universal Declaration of Human Rights, General Assembly Resolution 217A (III), UN Doc A/810 at 71 (1948), concluded on 10 December 1948.

¹¹⁷ International Covenant on Economic, Social and Cultural Rights, 6 ILM 360 (1967); 993 UNTS 3, adopted on 16 December 1966, entered into force on 3 January 1976.

¹¹⁸ Article 1(a) of UNESCO's 1974 Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

hazardous labour and sexual exploitation, promoting human rights and democracy, protecting the environment, and controlling population growth.”¹¹⁹

The definition further asserts that education is being increasingly acknowledged as a financially sound investment by states.¹²⁰ The significance of education extends beyond its practical applications and an individual possessing a well-informed, enlightened, and engaged intellect, capable of exploring diverse and extensive domains of knowledge, represents one of the most fulfilling and gratifying aspects of human life.¹²¹

In such circumstances, it becomes difficult for refugees to realise their other fundamental human rights until and unless they have education. The realisation of the right to life, right to equality, right to dignity, right to trade, right to freedom, right to freedom of speech and expression, right against exploitation, etc. are intricately linked with education. It is noteworthy to consider the means by which individuals may exercise their human rights, as well as the appropriate and justifiable limitations that may be placed upon them. Additionally, it is important to examine the degree to which refugees or forcibly displaced individuals are able to exercise these rights. Furthermore, adult refugees and their children require schooling to allow their brains to walk around freely and extensively in order to restore a feeling of stability to their lives and thus be able to cope with regular life challenges.¹²² Refugee children and young people are especially vulnerable to forced labour, exploitation, violence, forced marriages, and induction by criminal organisations and armed forces because they lack access to primary, secondary, and higher education.

As previously discussed, education plays a crucial role in moulding the cognitive and physical faculties of an individual, thereby facilitating their holistic progress and advancement. Both primary and secondary educational institutions strive to equip children with a diverse range of competencies, from which they could choose to develop certain aptitudes and proficiencies at advanced levels. It also trains a person to be accountable for his or her own life in a free and open society, in the sense of compassion, harmony, acceptance, gender equality, and sense of belonging among all people, ethnic, national, and religious groups, and indigenous people.¹²³

¹¹⁹ Economic and Social Council, ‘The right to education (Art. 13): .12/08/1999.’ E/C.12/1999/10. (General Comment) para 1.

¹²⁰ Ibid

¹²¹ Ibid

¹²² Kavuro C, ‘The Value of Education for Refugee Livelihood’ (2013) 6 Global Education Magazine 8

¹²³ Article 29(1)(d) of the Child Rights Convention.

It fosters his or her appreciation for the natural environment.¹²⁴ Individuals get freedom and dignity as a result of their education. As an empowerment tool, it improves a person's or group's ability to think critically and productive decisions and to translate those decisions into preferred performance and results.¹²⁵

Refugee children have been subjected to tragic experiences. Some have been physically, psychologically, and emotionally traumatised. People close to them have faced various sorts of abuse and cruelty based on political beliefs, race, region, or religion. They are reared and educated in refugee camps, where they are exposed to political conflicts in their home countries, as well as their parents' despair, anxiety, and shame as a result of their refugee status. Those who do not live in refugee camps are more prone to anti-immigrant prejudice from host nations.

Education plays a crucial role in empowering refugee women to become self-sufficient and support their families. Typically, women flee with their children in search of a place. In this misery, they frequently find themselves taking on their man's roles as managers of families and earners, in addition to family obligations and house chores.¹²⁶ Women require education to acquire competitive knowledge and skills, as well as to comprehend the significance of managing their reproductive system, in order to effectively adjust to this challenging new life. If refugees and forced immigrants engage in meaningful labour, they will not be considered a burden to the host country and will be valued by people from the local society. Higher education will provide them with an evaluation of finances to meet the basic needs of their families.¹²⁷

Amartya Sen has rightly pointed out in his book titled as "Development as Freedom" that highlighted that economic inequality is caused by a lack of options to broaden person's ability or do what one is competent of doing instead of a limited wage.¹²⁸ He also labels an absence of financial availability as deprivation, arguing that this deprivation can render an individual

¹²⁴ Article 29(1)(e) of the Child Rights Convention.

¹²⁵ Alsop R, Bertelsen M and Holland J, 'Empowerment in Practice : From Analysis to Implementation' (*Empowerment in Practice : From Analysis to Implementation*, January 1, 2006) <<http://hdl.handle.net/10986/6980>>

¹²⁶ Kreitzer L, 'Liberian Refugee Women' (2002) 45 International Social Work 45 <<http://dx.doi.org/10.1177/0020872802045001319>>

¹²⁷ Sarah Dryden-Peterson, 'Education of refugees in Uganda: Relationships between setting and access' (2003), The Refugee Law Project Working Paper No. 9, 3.

¹²⁸ Sen A, *Development As Freedom* (Anchor 2000)

vulnerable to abuses of other rights in the shape of severe poverty.¹²⁹ In this circumstance, such a person may even be unable to enforce his or her freedom through law suits. If refugees are unable to obtain either basic or higher education, their socioeconomic difficulties will worsen, and their incorporation into host communities will be hindered.

4.3 Global and National Status of Refugee Education

3.3.1 Global Status

The growing proportion of refugees, along with the prolonged pattern of refugee crises worldwide, emphasises the crucial relevance of refugee education. Due to the rapid surge in forced migration, nations have come to acknowledge the significance of considering integration. Following their apprehension, education was perceived as the most potent force by them. Education has been one of the United Nations Refugee Agency's global strategic priorities since 2010. The desire and expectation for education among refugees has long been intertwined with their pursuit of stable and dignified living conditions. Higher education possesses the potential to bridge the hiatus between disrupted educational pursuits and vocational aspirations of self-reliance and communal involvement.

Refugees and forced migrants have experienced displacement from their homes, resulting in the loss of their livelihoods, health, and possessions. They may also face the possibility of being separated from their families, mourning the loss of loved ones, and having to rebuild their lives from scratch. The acquisition of education poses a significant challenge for refugees worldwide, with increasing age exacerbating the difficulty of this pursuit. Globally, the primary school enrolment rate for refugee children stands at 63%, which significantly declines to 24% for secondary school enrolment.¹³⁰ Education serves as a mechanism for satisfying our innate curiosity and discovering our vocational aspirations for the majority of individuals. Furthermore, it imparts knowledge on taking care of oneself by instructing individuals on how to effectively handle household responsibilities, professional pursuits, and the challenges encountered in day-to-day living. For refugees, it is all of these things and more. It is the most certain path to regaining a feeling of purpose and dignity following the anguish of displacement. It is - or should be - the path to labour markets and economic self-sufficiency,

¹²⁹ Ibid.

¹³⁰ UNHCR MUN Refugee Challenge, Access To Education For Refugees < <https://www.unhcr.org/5df9f1767.pdf> > accessed 17 June 2022.

ushering in the end of months, if not years, of relying on others.¹³¹

It is noted that the United Nations High Commissioner for Refugees (UNHCR), the international organisation tasked with safeguarding the rights and well-being of refugees, remains committed to providing aid and support to both refugees and their host nations until comprehensive solutions are reached for all refugees.¹³² Ensuring the recognition and safeguarding of the rights, safety, and well-being of refugees is crucial for their protection. The UNHCR engages in partnerships with refugees, governmental bodies, and other relevant parties to safeguard the educational entitlements of refugees. Education is considered a fundamental and empowering right that serves as a conduit for the realisation of other rights.¹³³

The Refugee Education 2030 initiative outlines a comprehensive plan for ensuring that refugee children and adolescents have access to high-quality education that fosters resilience and equips them to participate in cohesive societies on an equal footing.¹³⁴ The objective is to cultivate the necessary circumstances, alliances, cooperation, and methodologies that result in the provision of educational opportunities to all children and adolescents who are refugees, asylum seekers, returnees, or stateless, as well as their host communities, including those who are internally displaced within those communities. This education should facilitate their acquisition of knowledge, flourishing, and realisation of their potential. The plan outlines methods for achieving progress through collaboration, cooperative learning, capacity building, innovative thinking, knowledge, and development, and is meant to inspire and guide a broad range of stakeholders both in and out of UNHCR.¹³⁵

Throughout its nearly seven-decade existence, the United Nations High Commissioner for Refugees (UNHCR) has formulated legal framework, policies, guidance, and initiatives that have been shaped by extensive research conducted in collaboration with refugee communities. These efforts have also been informed by the results of monitoring and evaluations, annual participatory evaluations, and other research endeavours. The organisation operates in close

¹³¹ UNHCR The Flagship Report, 'Stepping Up: Refugee Education in Crisis' < <https://www.unhcr.org/steppingup/> > accessed 17 June 2022.

¹³² UNHCR The Global Trends Forced Displacement In 2019, 'Investing in humanity: why refugees need an education' < <https://www.unhcr.org/flagship-reports/globaltrends/globaltrends2019/> > accessed 17 June 2022.

¹³³ See, 'UNHCR The Global Trends 2011, 'A Year of crises' < <https://www.unhcr.org/4fd6f87f9.pdf> > accessed 17 June 2022.

¹³⁴ 'UNHCR The Refugee Education 2030 A Strategy for Refugee Inclusion 2019 Edition' (UNHCR) < <https://www.unhcr.org/5d651da88d7.pdf> > accessed 18 June 2022.

¹³⁵ 'UNHCR The Refugee Education 2030 A Strategy for Refugee Inclusion 2019 Edition' (UNHCR) < <https://www.unhcr.org/5d651da88d7.pdf> > accessed 18 June 2022.

collaboration with refugees, governmental bodies, and other relevant parties on a regular basis, spanning across local, national, regional, and global domains. Consequently, the organisation upholds its global leadership in guaranteeing that resolutions and undertakings pertaining to education for refugees in pressing and enduring circumstances are grounded on legal structures, previous developments, and escalating migration patterns.

During the Rio de Janeiro Conference in 2012, the Sustainable Development Goals agenda was endorsed by all United Nations members. This agenda seeks to promote a sustainable future for both the planet and its inhabitants. In 2015, the Sustainable Development Goals (SDGs) were established, comprising a total of 17 objectives. The SDGs followed a prosperous 15-year development strategy referred to as the Millennium Development Goals. The fourth Goal precisely talks about –“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Sustainable Development Goal 4 aspires for free and high-quality pre-primary, primary, secondary, literacy, and skills-based education that leads to meaningful and effective academic achievement. It also emphasises the significance of equal access for all children and teenagers. In the global perspective, most refugees are momentarily uprooted, receive focused lifesaving assistance in shelters, and then return home to continue their temporarily disrupted livelihoods.¹³⁶

The strategy taken by UNHCR towards the education of refugees since World War II has gone through three stages¹³⁷, which are as follows –

The First Stage (1945–1985) – During this period, refugee groups organised themselves that would provide elementary education to their children natively, focusing on differences in local school systems, while UNHCR concentrated on facilitating access to post-primary education by providing grants and loans to selected students.

The Second Stage (1985–2011) – The UNHCR focused on assisting all refugee children in getting access to education during this stage. It released global policy recommendations on how to provide education to refugees, the vast majority of whom were residing in refugee camps.¹³⁸ Due to this strategy, education systems for refugees were developed that ran

¹³⁶ UNHCR The Refugee Education 2030, ‘A Strategy for Refugee Inclusion 2019 Edition < <https://www.unhcr.org/5d651da88d7.pdf> > accessed 18 June 2022.

¹³⁷ Dryden-Peterson S, ‘Refugee Education’ (2016) 45 Educational Researcher 473 <<http://dx.doi.org/10.3102/0013189x16683398>>

¹³⁸ Dryden-Peterson. S, ‘Refugee education. A Global Review. Geneva: UNHCR (2011) < <https://www.unhcr.org/media/refugee-education-global-review-sarah-dryden-peterson-november-2011>>

concurrently with national education systems, which frequently struggled with challenges related to sustainability, quality, and accountability, among many other things.

The Third Stage (2012–present) – In 2012, UNHCR started promoting the inclusion of refugees in national education systems, which marked the start of the third and current phase. The UNHCR considers a solution to have been achieved when refugees obtain a legal status that guarantees protection of the same rights, obligations, and availability to domestic services and infrastructure as citizens of the host country. This serves as a stepping stone toward long-lasting answers for refugees.¹³⁹

Despite the existence of multiple avenues for achieving inclusion, ranging from legal to functional to social approaches, the practical implementation of such efforts remains challenging.¹⁴⁰ Participation in national education is a continuous continuum as communities, organisations, governments, and UNHCR assume various functions and responsibilities that can provide education to refugees within each migration environment, which is distinguished by its own unique policy, administrative, societal, and economic constraints. As policies and procedures combine with each other to permit or restrict refugee students' entrance and engagement in national education systems, the breadth of modern models of refugee education distorts the borders among non-formal, parallel, and national education.¹⁴¹

It is challenging to describe the integration of refugees into national education systems because of the complex situations for forced migration, the number of stakeholders engaged in refugee education, and the wide range of the things mentioned. Accordingly, UNHCR collaborates with a variety of organizations from refugee and host groups, administrations, and other agencies in highly meaningful and relevant ways to make sure that refugees can receive, gain from, and thrive in education.

4.3.2 National Status

The regulations concerning nationality or citizenship in India are primarily governed by the different provisions of the Indian Constitution. The Indian Constitution permits for a single

¹³⁹ UNHCR The Global Trends 2012, 'Displacement: The new 21st Century Challenge < <https://www.unhcr.org/ph/wp-content/uploads/sites/28/2017/03/GlobalTrends2012.pdf> > accessed 20 June 2022.

¹⁴⁰ Bellino MJ and Dryden-Peterson S, 'Inclusion and Exclusion within a Policy of National Integration: Refugee Education in Kenya's Kakuma Refugee Camp' (2018) 40 British Journal of Sociology of Education 222 <<http://dx.doi.org/10.1080/01425692.2018.1523707>>

¹⁴¹ UNHRC, UNESCO Institute of Statistics, 'Refugee Education Statistics: Issues and Recommendations < [file:///C:/Users/admin/Downloads/61e18c7b4%20\(1\).pdf](file:///C:/Users/admin/Downloads/61e18c7b4%20(1).pdf)> accessed 20 June 2022.

citizenship for the whole of India. The refugees possess various attributes that hold significant importance for both India as a sovereign state and the refugees themselves, particularly in the realm of law enforcement agencies. Security and integrity of the nation is brought up along with refugee issues. In accordance with the Indian Constitution, the state government is responsible for maintaining law and order, but the Centre is solely responsible for managing relations with other countries and international borders.¹⁴²

India does not have a general guideline for refugee protection and is not a signatory to either the 1967 Protocol to the 1951 Refugee Convention. It does, however, maintain to provide shelter to many refugees from neighbouring countries and respects UNHCR's mandate for other nationals mainly from Myanmar and Afghanistan. While the Indian government has varying policies for different refugee groups, it generally upholds this principle of non-refoulment for those who have documents from the UNHCR.¹⁴³

Concerning the management of refugees in India, it is noteworthy that a significant proportion of the country's refugee populace originates from Sri Lanka, Tibet, Myanmar, and Afghanistan. The government provides protection and assistance to Tibetans and Sri Lankans, while the UNHCR is directly involved with individuals from countries such as Afghanistan, Myanmar, and other regions.¹⁴⁴ The UNHCR generates its own identification forms for these refugees, which are only partially accepted by Indian law enforcement agencies.¹⁴⁵ Those enrolled with the UNHCR do not receive the same status as those directly registered by the Indian government, who live in refugee camps and have entrance to the community's schools, clinics, and local economy. They do not have recourse to the country's healthcare services and have difficulty finding housing and employment. On the other hand, refugees from nations that are under the government's purview may encounter difficulties. For example, if imprisoned, these refugees cannot reach to the UNHCR since it lacks the specified ability to handle their asylum applications.¹⁴⁶

National education systems are founded on norms and expectations that students will move

¹⁴² 'India's Refugee Policy' (*Indian National Bar Association*) <<https://www.indianbarassociation.org/indias-refugee-policy>> accessed 21 June 2022

¹⁴³ UNHCR Global Appeal 2011 Update, 'India' <<https://www.unhcr.org/4cd96e919.pdf>> accessed 21 June 2022.

¹⁴⁴ Ibid

¹⁴⁵ Nair R, 'Refugee Protection in India Calls for the Adoption of a Specific' (*The Livemint*, 21 October 2021) <<https://www.livemint.com/opinion/online-views/refugee-protection-in-india-calls-for-the-adoption-of-a-specific-law-11635353951190.html>> accessed 24 June 2022

¹⁴⁶ Ibid.

fairly easily through a curriculum and obtain national certification at key junctures, allowing them to pass to university or higher education.¹⁴⁷ The inherent impediments that a refugee learner has to overcome to pursue education are overlooked by the authorities.

COVID-19 had a significant impact on the lives of refugee children. According to UNESCO, more than 1.6 billion students have been impacted by school or university closures since the outbreak began.¹⁴⁸ Undoubtedly, this exceptional disruption in education has an impact on all children. Nonetheless, the educational hindrances faced by young refugees may be aggravated by this circumstance, potentially impeding their aspirations of attaining requisite education. Refugee enrolment is lower than non-refugee enrolment at all stages. But when they get older, the situation quickly gets severe, and secondary-grade children are the ones who are most at risk of falling behind.¹⁴⁹

4.3.2.1 Examples of the situation of Refugee Education in India

The Central government in December 2021 has stepped in to help Syed Jamaluddin Afghan School which is India's only school for Afghan refugees located in Delhi's Bhogal district, by offering support to keep it functioning. Due to a major lack of funding and the political disruptions in Afghanistan, the school's survival was unclear.¹⁵⁰

The single school in India for Rohingya refugees offers promise for a brighter future for displaced persons. The minority Muslim population of Myanmar has found some kind of welcome in places like Hyderabad while being denied citizenship and subjected to persecution there. The school is established under Sarva Shiksha Abhiyan brought with the intention to ensure universal elementary education. The Rohingya school attempts to lift its children out of poverty, as the majority of their families struggle as rag pickers, labourers, and industrial staff. The Sarva Shiksha Abhiyaan, which supports the school, finds a cause to proactively assist the children regardless of their legal situation.¹⁵¹

¹⁴⁷ Morrice L, 'The Promise of Refugee Lifelong Education: A Critical Review of the Field' (2021) 67 International Review of Education 851 <<http://dx.doi.org/10.1007/s11159-021-09927-5>> accessed 21 June 2022.

¹⁴⁸ 'Education: From School Closure to Recovery' (UNESCO, 1 January 2022) <<https://en.unesco.org/covid19/educationresponse>> accessed 21 June 2022.

¹⁴⁹ World Economic Forum, 'Reimagining education for refugees post-pandemic' <<https://www.weforum.org/agenda/2021/06/world-refugee-day-reimagining-education-post-pandemic/>> accessed 21 June 2022.

¹⁵⁰ 'India Comes to the Rescue of School for Afghan Refugees' (*The Times of India*, 4 December 2021) <<https://timesofindia.indiatimes.com/india/india-comes-to-the-rescue-of-school-for-afghan-refugees/articleshow/88095197.cms>>

¹⁵¹ S.N, 'India's Only School for Rohingya Refugee Holds out Hope for a Better Life for Stateless Community'

These two examples show that there is some hope for the future of refugee children in India. Interestingly, the Judicial system of India has occasionally stepped up to protect refugees from deportation, expulsion, and forced repatriation. The core rights mentioned in Indian Constitution protect all persons in India and not just citizens. Indian courts have broadened the scope of constitutional rights in light of India's international human rights obligations. Article 14 guarantees equal protection under the law, whereas Article 21 guarantees the right to life and liberty. Article 21A was brought by the 86th Amendment to the Constitution which incorporates the right to education. It renders only primary education free and compulsory, not further or professional education, a Fundamental Right. This change is a significant step forward in the country's goal of achieving "Education for All."

In the lack of strong legal provisions, Indian bureaucratic practices, and court judgments have functioned as substitutes until now. However, passing a pan-India refugee law is necessary for India to change from its philanthropic method to a rights-based strategy and provide a long-term realistic remedy. As a result, the idea of justice and inclusiveness is silent on how to keep the educational system available to the refugee community. There is indeed a lack of strategy among legislators and law enforcement agencies to see refugees as just another group of disadvantaged people that needs to be fully integrated into education. The reason for this is the lack of discussions on the educational requirements of refugees. The procedures for determining a refugee's status will be standardized under a national refugee rule, and all refugees will be given the protections provided by international law. Furthermore, it might adequately meet India's safety issues while also guaranteeing that no illegal arrest or repatriation is justified on the basis of national security.

4.4 Limitations encountered during the Process

"The magnitude of the problem is greater than the solutions that we bring to bear at the moment. What we found out over the past year is that, despite a massive effort, our existing resources and responses are simply not enough"

Deputy U.S. Secretary of State Anthony J. Blinken at Stanford.

One of the fundamental tenets of national education is to address the requirements of both

(*Scroll.in*, 5 August 2016) <<https://scroll.in/article/812082/indias-only-school-for-rohingya-refugee-holds-out-hope-for-a-better-life-for-stateless-community>> accessed 26 June 2022

individuals and communities. Education services at the national level are established in response to societal demands, aspirations, and requirements. These services also take into account the abilities of individuals. Anticipating forthcoming challenges, it is imperative to provide necessary educational resources to refugee children to address the needs of both the individual and society, thereby mitigating these issues. Refugees often face a multitude of challenges, such as difficulties in accessing welfare programmes, social isolation and discrimination, linguistic barriers to integration, and limited educational opportunities for their children.¹⁵² Social adaption issues are at the pinnacle of the list of issues confronting refugees globally. Some of the major challenges are as follows –

4.4.1 Language

The ability to comprehend and effectively convey ideas in a language serves as essential in gaining access to knowledge and making well-informed decisions. The presence of language barriers poses a challenging reality for numerous individuals residing in transit and refugee camps. While capacity and economic constraints pose significant challenges, the primary concern affecting children is their lack of comprehension of the local language.¹⁵³ The communication barrier is one of the reasons that 66 percent of the 80 children in Lebanon interviewed by UNHCR about education said they chose not to attend class.¹⁵⁴ Another study conducted in 2013 discovered that 80% of Syrian refugee children in Lebanon were not taking classes. The issue affects refugee children in Turkey as well as other Arabic-speaking nations where the language differs.¹⁵⁵

Refugee children also at times have to take on the role of translators for their parents. The educational experiences of some refugee children are characterised by informality and interruptions, resulting in notable deficiencies in their knowledge and skills. Additionally, certain refugee children encounter obstacles in accessing education in their host nations, primarily due to linguistic barriers.¹⁵⁶ This creates complex issues as schools and educational

¹⁵² Mercan-Uzun and Büttin, ‘Syrian Refugees in Pre-School Education Institutions Teacher About the Problems Children Face’ < <http://ijeces.hku.edu.tr/en/download/article-file/155147> > accessed 21 June 2022.

¹⁵³ ‘5 Challenges to Accessing Education for Syrian Refugee Children’ (August 2016) <<https://www.unhcr.org/innovation/5-challenges-to-accessing-education-for-syrian-refugee-children>> accessed 22 June 2022

¹⁵⁴ Ibid.

¹⁵⁵ Ibid.

¹⁵⁶ ‘Language Barriers and the Importance of Language Learning for Refugee and Migrant Communities in Europe – Open Cultural Center’ (*Open Cultural Center*, 6 August 2021) <<https://openculturalcenter.org/language-barriers-and-the-importance-of-language-learning-for-refugee-and-migrant-communities-in-europe/>> accessed 27 June 2022

institutions serves as conduits for assimilation. Several non-governmental organisations and informal educational institutions offer language instruction to refugees as a means of addressing this issue.

4.4.2 The classroom environment

The mental health and wellbeing of refugee children can be negatively affected by the hostile treatment they receive from their peers and educators. Educational institutions have not been adequately prepared to effectively handle issues related to the safety of children, including incidents of harassment, and to foster a school culture that is welcoming and inclusive. The need arises to establish or expand secure areas designated for children, with the aim of fostering a more amicable learning atmosphere. It is significant to address cultural and linguistic disparities to ensure that the child does not experience feelings of exclusion. It is important to establish appropriate mechanisms to effectively address the mental trauma experienced by displaced individuals. For young children who have fled their home countries, it is essential that the classroom environment is secure so that they can learn and express themselves.

4.4.3 Proper Resources

The fact that there is a severe lack of funding for refugee children's education makes it very difficult for public servants to resolve all of the barriers to access and quality. Any refugee family that arrived in a host country had difficulty transitioning and faced numerous obstacles. These difficulties were exacerbated by the Covid-19 outbreak and its subsequent impact on the family's wages.¹⁵⁷ Children whose families are unable to pay for supplies or commute to faraway schools are systematically excluded from the enrolment process. Several nations sheltering Syrian refugees do not allow refugees to earn, limiting their capacity to send their children to school.¹⁵⁸ In many countries, refugees are unable to obtain work permits, which hinders their ability to secure a reliable means of income and subsequently impedes their capacity to fulfil the educational requirements of their children. Insufficient resources such as inadequate housing, limited access to electricity, and inadequate drainage systems can also have a detrimental impact on the health and overall well-being of children.

¹⁵⁷ Akhtar S, 'For Children of Afghan Refugees in Delhi, Education Remains a Distant Dream' (*Hindustan Times*, 14 March 2022) <<https://www.hindustantimes.com/cities/delhi-news/for-children-of-afghan-refugees-in-delhi-education-remains-a-distant-dream-101647257990491.html>> accessed 23 June 2022.

¹⁵⁸ Mercan-Uzun and Büttin, 'Syrian Refugees in Pre-School Education Institutions Teacher About the Problems Children Face' <<http://ijeces.hku.edu.tr/en/download/article-file/155147>> accessed 21 June 2022.

4.4.4 Redundancy of policies

There exist varying degrees of redundancy in the policies and frameworks implemented by diverse stakeholders engaged in the advancement of refugee populations. It is critical to gain a comprehensive understanding of the refugee crisis, including the existing policies and their efficacy, as well as identifying any gaps in implementation and the parties responsible for such shortcomings. Agencies that frequently compete will have to collaborate to avoid developing identical initiatives with limited on-the-ground knowledge and engagement. Thorough research is necessary prior to hastily implementing programmes without taking into account the intricacies and subtleties of contemporary educational challenges. This begins with thorough mapping and study, but ultimately, it is up to migrants to create and execute their own responses.¹⁵⁹

4.4.5 Lack of access to Technology

In the context of refugee camps, the implementation of educational technology or physical equipment that incorporates the appropriate curriculum is deemed more advantageous. Nevertheless, this necessitates that refugees acquire their own technological devices. Mobile devices are employed as pedagogical instruments in regions where individuals have access to them. Social media platforms, such as Facebook, WhatsApp are utilised by educators and learners residing in refugee camps to facilitate communication of academic curriculum and receive feedback on homework assignments.

The utilisation of online educational platforms presents a viable opportunity to extend educational access to refugee students who face challenges in attending school on a daily basis, such as transportation limitations, financial constraints, and domestic responsibilities. It is recommended that the government ensures the provision of adequate facilities for accessing technology.

The aforementioned factors contribute to tensions within the education system, hindering the ability of refugees to acquire knowledge. A magic solution would never function in situations where the circumstances are so diverse. Enhancing knowledge transfer and engaging local communities in the creation of tailored solutions would be preferable. It is necessary to ensure

¹⁵⁹ KARDEŞ S and AKMAN B, 'Problems Encountered in The Education of Refugees in Turkey' (2022) 9 International Journal of Psychology and Educational Studies 153
<<http://dx.doi.org/10.52380/ijpes.2022.9.1.641>> accessed 23 June 2022.

that the interests align with the refugee communities' respective habitats, and it is necessary to comprehend the fundamental issues within these environments in a more pragmatic fashion.

4.5 Policies and Frameworks of Developed and Developing Countries (case studies)

“Education breeds confidence. Confidence breeds hope. Hope breeds peace.”

.....Confucius

Education is a vital component in the daily operations of society, as it possesses the ability to direct societal functioning towards pathways that facilitate continuous progress and self-regulation. As the views marked in the statement above encapsulates within its ambit a farsighted mentality of governance wherein the nation as a unified entity develops laws on a humanitarian pivot for a progressive circumference of society, the United Nations, the UNHCR, and other associated international bodies over the years have researched and developed a strategy of targeting the impending issue of refugee inclusion, rehabilitation and management. Although, under the same, the element of education for the refugees and their children have been left in the lurch of fate and law due to improper administrative procedures.

Regardless of the perspective that posits the feasibility of provisional education that mimics the educational system at home, albeit without official recognition from the home country's authorities, due to the expectation that the displacement situation will be resolved in the near future, some nation-states go beyond the literal constraints of the law and use education to secure entitlements for individuals who are nearly stateless.

4.5.1 Developed Countries

4.5.1.1 United Kingdom

The British Government has established institutions, charity groups, and government departments within its territorial domain to monitor and manage the education provided to refugees. The government cites the view that barriers to education are real and expresses the desire for all refugee children and young people to have access to the appropriate level of education, ranging from primary school to university. The British government has acknowledged that education is a primary and crucial service that children who migrate to the UK require immediate access to. Through its Gateway Protection Programme, the UK government in collaboration with the UNHCR global resettlement programme, allows a quota

of refugees from specific nations to settle in the UK and attain equivalent citizen rights and access to educational resources. As per the government's policy, refugee children are granted equitable access to the complete curriculum, which is customised to their age, abilities, and individual educational requirements. The admission of a child to a school or academy is determined based on the same local authority criteria that are applied to any other child seeking a school seat. The administration while keeping in mind the possible instance of lapse in education being present in the cases of few refugee children established a local authority namely Ethnic Minority and Traveller Service (EMTAS) which provides additional support to schools/academies in dealing with refugees, to better assist them in keeping at pace with the curriculum running in the state.

The administration while keeping a humanitarian perspective on rendering education to such weaker sections of the world who are living in refuge in foreign states, formulates policies that are not only present to deliver education to the pupils but to broadly develop a teacher-student academic relationship which while aiming at the shortcomings of the student efficiently delivers knowledge to them and comprehensively delivers to the goals of the policies and international recognized conventions. The authorities while focusing on the educational level of the students additionally overwatches the mental state and development of the child gathering such knowledge efficiently, making the process of delivering such knowledge through experience holistically and conclusively.¹⁶⁰ The emphasis is on the idea that instructors play an important role in aiding children to rebuild a social world. Teachers must consider children's lives holistically and devise varied ways of help that encourage resilience and positive coping. The policies of the United Kingdom's government represent a collaborative approach of society and legislation in which teachers mould the minds of the young to give them a broader view on life.

4.5.1.2 Australia

Similar to this, the Australian government, working with numerous governmental and private organisations, presented its Refugee Education Support Programme (RESP), wherein the authorities developed a group of public and private schools while keeping in mind the educational gaps that are common among many refugee children, varying from regions, ages, languages, and levels of education. These schools receive intensive support from the Centre

¹⁶⁰ 'Resources to Help Support Children and Young People Arriving from Ukraine' (GOV.UK) <<https://www.gov.uk/government/publications/helping-ukrainian-students-in-schools/resources-to-help-support-children-and-young-people-arriving-from-ukraine>> accessed 23 June 2022.

for Multicultural Youth, an NGO providing specialist knowledge and support to young people from migrant and refugee backgrounds. The Australian government has collaborated with nearly 150 schools since 2012, to provide free and compulsory education to such population, who fled their countries in order to seek shelter and rights. The schools that participate in the RESP are initially started off on a two-year cluster, which is grouped according to the geographical cluster. The primary objective of these schools is to assess the educational level of the students upon enrolment and impart fundamental knowledge of the curriculum. The initial emphasis is on the basic learning of the child before exposing them to the national curriculum followed by schools across the country.¹⁶¹

The Convention on the Rights of the Child (CRC)¹⁶² applies to all children within the territory of Australia. Article 28 of CRC guarantees free compulsory education for all. It emphasises the core minimum obligation of ensuring that primary education is compulsory and available free to all. It also provides that secondary education should also be accessible to every child and access to higher education may be ensured upon capacity. Additionally, the Australian authority advocate for the availability and accessibility of educational and vocational information and guidance to all children. There is also a focus on encouraging regular attendance at schools and reducing drop-out rates.¹⁶³ It is considered that students from refugee backgrounds are a diverse cohort, wherein some pupils might have attended school for a long time, while others might have only attended school occasionally or with significant disruptions. Some children could have weak literacy skills in their first or second language, others might be multilingual. Here it is critical to note that, exposure to violence, loss, persecution, forcible displacement, and a drawn-out and difficult resettlement process characterizes many refugee experiences. So, the Australian refugee educational policies focus on the overall development of the child and include a knowledge transfer in which the child's mental ability and capacity are tested and shaped to make them fit in with international standards that declare everyone has the right to free and compulsory education.

¹⁶¹ 'Supporting Students from Refugee Backgrounds' (*State of Victoria -DET*)
<<https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealsupportrefugee.aspx>>
accessed 22 June 2022

¹⁶² Convention on the Rights of the Child (United Nations General Assembly Resolution 44 (XXV) of 20 November 1989)

¹⁶³ 12. Education for Children in Immigration Detention (*Australian Human Rights Commission*)
<<https://humanrights.gov.au/our-work/12-education-children-immigration-detention>>
accessed June 21, 2022.

4.5.1.3 New Zealand

Prior to World War II, neither New Zealand nor the United States had a unique refugee policy, however, even after that, both countries started accepting refugees at that time. New Zealand ratified the 1951 Convention Relating to the Status of Refugees (1951) and the 1967 Protocol in the years 1960 and 1973 respectively. The country accepts refugees who are processed outside of New Zealand and normally recommended for resettlement by the UNHCR. The United States refrained from signing the 1951 agreement, however, it did sign the 1967 Protocol in 1968. Similar rights to education are proclaimed in Article 13 of the International Covenant on Economic, Social, and Cultural Rights (1966). New Zealand approved it in 1978 after signing it in 1968. Whereas the US, signed the agreement in 1977, however it has not ratified it.¹⁶⁴ Additionally, the International Covenant on Economic, Social, and Cultural Rights (1966) and the Convention on the Rights of the Child (1989) also provide the same rights in terms of education as per Article 28. In 1993, New Zealand approved the agreement. The only United Nations member state that has not ratified this convention is the United States (Office of the UN High Commissioner of Human Rights, 2020).

Upon conducting a comprehensive evaluation of the two nations, it is noteworthy that the Ministry of Education in New Zealand has implemented a programme known as the "New Zealand Youth Guarantee". This initiative offers aid and guidance to young individuals who require assistance in transitioning from their academic pursuits to higher education, employment, and training opportunities. The other international accords offer a framework of obligations for required primary education and equitable extra education even without the Convention on the Rights of the Child. With an absence of a detailed constitution in New Zealand, the nation's Education Act of 1877 mandates a free and mandatory education for all its residents.¹⁶⁵ The New Zealand Ministry of Education places significant emphasis on promoting education for recently arrived refugees. This is evident through the allocation of a considerable portion of its online and print resources towards providing information about the refugee experience and the specific needs of students with refugee backgrounds. These resources cover a range of topics, including the challenges faced by such students, available student services, and funding opportunities for language acquisition. The Ministry's policies

¹⁶⁴ McBrien J and Hayward M, 'Refugee-Background Students in New Zealand and the United States: Roots and Results of Educational Policies and Practices' (2022) 6 Journal of Global Education and Research 133 <<http://dx.doi.org/10.5038/2577-509x.6.2.1085>> accessed 28 July 2022

¹⁶⁵ Ibid.

are designed to facilitate access to training courses, free online educational resources, and demographic data pertaining to refugees, all of which are intended to support the educational needs of this population.

During the 1980s, the United States government enacted the Refugee Act¹⁶⁶, which was championed by Edward Kennedy and signed into law by President Carter. This legislation was a response to international agreements and the ongoing need for refugee resettlement. The aforementioned legislation, in addition to creating designated governmental entities such as the Office for Refugee Resettlement, implemented regulations pertaining to refugee quotas and the admissions process. Notably, the law emphasised the crucial role of employment in facilitating refugees' prompt attainment of self-sufficiency. There are no specific national policy goals for refugee students in the US.¹⁶⁷ The refugee Act has stated provides that: The Director is authorised to offer grants and enter into contracts to pay for programmes that provide special educational services (including English language training) to refugee children in elementary and secondary schools where there is a demonstrated need.¹⁶⁸ Although education is not explicitly recognised as a fundamental right in the US Constitution, the 10th Amendment confers upon individual states the power to recognise education as a compulsory right and to regulate policies pertaining to its provision. Consequently, education is enshrined as a subject of policy formulation and deliberation in the constitutions of all US states.

4.5.2 Developing countries

Developing countries have concerns about economic and social growth and about managing the needs of a larger population. Still, it is a notable fact that these countries are the major host countries for refugees. According to UNHCR Annual Global Report, 84% of refugees live in developing countries.¹⁶⁹ Turkey, Colombia, and Pakistan are the major host countries. Most of the refugees seek refuge in the nearest country. It would be relevant to consider the legal framework existing in these nations.

¹⁶⁶ The Refugee Act, 1980 (US public law 96-212)

¹⁶⁷ McBrien J and Hayward M, 'Refugee-Background Students in New Zealand and the United States: Roots and Results of Educational Policies and Practices' (2022) 6 Journal of Global Education and Research 133 <<http://dx.doi.org/10.5038/2577-509x.6.2.1085>> accessed 28 July 2022

¹⁶⁸ Sect. 412[d][1], US Refugee Act, 1980.

¹⁶⁹ 'Global Trends Forced Displacement in 2016' (UNHCR) <<https://www.unhcr.org/media/global-trends-forced-displacement-2016>> accessed 28 June 2022.

4.5.2.1 Turkey

Turkey is a party to the 1951 Refugee Convention and its protocol. Although it maintains a geographic limitation on people from Europe, the Country has been a hub for about 4 million refugees. In compliance with international laws, Turkey introduced Law on Foreigners and International Protection. Directorate General for Migration Management is the authority providing asylum to persons who have fled their home countries due to fear of war or persecution. An application for ‘international protection’ can be filed seeking the same. International protection status will be given upon the authority deciding that the person seeking asylum is unable to go back to the country due to fear of war and other human rights violations. A refugee will be able to stay in Turkey during this application and continue there after getting international protection status. In this process, basic rights like health care and education are assured. With the Syrian refugee flow, Turkey has incorporated temporary protection for them.

Refugees and asylum seekers in Turkey have the right to education and they can enrol in schools and Universities. University enrolment is subject to payment of tuition fees, but there has been a fee waiver for Syrian refugees in Turkey. Ministry of Family, Labour and Social Services (MoFLSS), Ministry of National Education (MoNE), Turkish Red Crescent (TRC), and United Nations Children’s Fund (UNICEF) implemented a programme Conditional Cash Transfer for Education (CCTE) for providing financial assistance for education.

4.5.2.2 Colombia

This South American country hosts a significant number of refugees including Venezuelans displaced abroad. By the end of 2022, Colombia was home to 2.5 million Venezuelan refugees and other individuals in need of international protection.¹⁷⁰ Guidelines developed by the Ministry of National Education (MoNE) are intended to address legal obstacles and support immigrant students' access to education. Additionally, the MoNE has implemented more adaptable educational models that enable students to enroll in the system at any point during the academic year, offer extra assistance to students with a range of requirements, and offer online classes via television.¹⁷¹ Ministry of Education and Social Solidarity Network have

¹⁷⁰ ‘Colombia Situation’ (*Global Focus*) <<https://reporting.unhcr.org/operational/situations/colombia-situation#:~:text=Colombia%20hosted%20the%20third%20largest,the%20Bolivarian%20Republic%20of%20Venezuela.>> accessed 13 April 2024

¹⁷¹ Summers, K., Crist, J., and Streitwieser, B, ‘Education as an Opportunity for Integration: Assessing Colombia, Peru, and Chile's Educational Responses to the Venezuelan Migration Crisis’ (2022) 10(2) *Journal on Migration and Human Security*.

issued circular that instructs schools to enroll displaced children. Free schooling is available to children whose parents have registered as displaced. However, a significant proportion of students lack the opportunity to receive education and are confronted with instances of exploitation and mistreatment.

The Government introduced temporary protection statute of Venezuelan migrants in 2021.¹⁷² This was brought with the intention of regularization of Venezuelan migrants in Columbia. UNHCR and UNICEF has been partnering with government for integration of migrants into Columbia. UNICEF assisted the Ministry of National Education in implementing a formative assessment procedure known as "Evaluar para Avanzar" (Evaluate to advance) in order to close learning gaps and the program has reached over 5 million students.¹⁷³

4.5.2.3 Pakistan

Pakistan is India's neighbouring country which is a host to about 1.5 million refugees. Most of these refugees are from Afghanistan. The legal framework for dealing with refugee issues is through various mechanisms. Similar to India, Pakistan also has not signed the 1951d Convention but has hosted many refugees. Pakistan in a way followed the principle of non-refoulment by accepting the Afghan refugees. According to Article 25 A of the Constitution of Pakistan, it is the responsibility of the state to ensure that all children between the ages of five and sixteen receive a free and compulsory education, as determined by the law.¹⁷⁴ Although there is a constitutional mandate which ensures education for all children, the lack of a particular law on the subject and the infrastructural issues in the educational system creates a gap in education for refugee children. The Foreigner's Order of 1951 is a law in force in Pakistan that provides for detention and arrest of undocumented foreigners.

On voluntary repatriation, there is a tripartite commission agreement between the Government of Pakistan, the Government of Afghanistan and UNHCR called Solutions Strategy for Afghan Refugees (SSAR). There is also the Comprehensive Policy for Voluntary Repatriation and Management of Afghan Refugees (Comprehensive Policy) approved by the Federal Cabinet in 2017. Voluntary repatriation has been accepted as a durable solution by international standards

¹⁷² Reaching the final mile for all migrant children to access education: UNICEF education case study: Columbia (UNICEF, 13 June 2023)

[https://www.unicef.org/media/141701/file/Reaching%20the%20final%20mile%20for%20all%20migrant%20children%20to%20access%20education%20\(Colombia\).pdf](https://www.unicef.org/media/141701/file/Reaching%20the%20final%20mile%20for%20all%20migrant%20children%20to%20access%20education%20(Colombia).pdf) accessed on 20 March 2024.

¹⁷³ Ibid.

¹⁷⁴ Art. 25 A of the Constitution of Pakistan

but the basic needs of food shelter healthcare and education of those involved in the process are not met either by host countries or their country of origin.

Many studies have identified the religious education provided in Afghan refugee camps in Pakistan has created a limitation to access to education in its true sense. Terrorist recruitments happening from such seminaries or institutions create a threat to not just the host country but to international peace and welfare.¹⁷⁵

International support is essential for developing countries to tackle the needs of refugee populations. UNHCR Pakistan's refugee education strategy envisions empowering children by improving access to and quality of education. The lack of resources and infrastructural facilities in developing countries is a huge barrier to access to education. There are issues within the existing educational system that aggregates the issue of integrating refugee children through educational institutions.

¹⁷⁵ See, Ghaffar-Kucher, Ameena. 'The effects of repatriation on education in Afghan refugee camps in Pakistan' (2005) 2 Education in emergencies and post-conflict situations: Problems, responses and possibilities

CHAPTER 5

5.1 How education is imparted in refugee camps

5.1.1 Introduction

This chapter examines how education is imparted in refugee camps. Educational practices found in countries like Bangladesh, Kenya, and Turkey are examined to compare and analyse the challenges faced and the methods adopted to impart education. The refugee camps in these areas host a significant number of refugees despite a lack of resources and an exceeding population. The primary emphasis of the study is on the pedagogical methods employed in refugee camps, rather than delving into the historical and political factors that have led to migration in these regions. The evaluation of government and international organisation initiatives, community initiatives, and practises is being conducted.

There are few amenities and possibilities in refugee camps. Living conditions are extremely precarious, and children confront significant barriers to education. For many refugees, access to formal education remains a distant goal, and many of them enrol in informal learning centres with very limited infrastructural facilities and resources. Apart from the obligations of the Refugee Convention, Nation states have Human rights obligations and constitutional and legal obligations that ensure education for children. When educational opportunities are not accessible to refugees or when they are prevented from pursuing formal education the human rights of children are violated and a generation is lost as they are denied of very basic needs of education.

5.2 Bangladesh

Bangladesh is one of the most highly populated countries in the world and it hosts a significant number of refugees. The world's largest refugee camp, situated in Cox's Bazar, Bangladesh, is currently home to approximately one million Rohingya refugees. The Rohingya represent an ethnic minority group that has been deprived of citizenship in Myanmar, rendering them the most extensive stateless populace globally.

Despite not being a signatory to the 1951 Refugee Convention, Bangladesh has provided refuge to the Rohingya population within its borders. Since the first instances of coerced migration to Bangladesh in 1977, the Rohingya population has resided within two refugee camps that are

overseen by the United Nations High Commissioner for Refugees (UNHCR).¹⁷⁶ These camps are located in Nayapara and Kutupalong. As of 1992, the government of Bangladesh no longer recognized these Rohingya as refugees. This led to Rohingyas settling in unregistered camps near UNHCR camps and they later settled along with the host communities.¹⁷⁷ The most recent huge influx of Rohingyas to Bangladesh occurred in 2017 as a result of persecution, large-scale violence, and human rights violations, with the majority of them settling in Cox's Bazar.¹⁷⁸ The allocation of resources to meet the needs of both refugees and the host society poses a significant challenge for the administration.

The government of Myanmar has generally dismissed claims of human rights abuses and barred media and foreign humanitarian organisations from entering the affected areas. Due to persistent security concerns and a lack of faith in the Myanmar government, many Rohingya have refused to return to their home country, which has complicated efforts to repatriate the Rohingya refugees. Many governments and human rights organisations have called for a stop to the violence, the awarding of citizenship to the Rohingya people, and other fundamental rights.

5.2.1 Government Policy and Approach

The government of Bangladesh refuses to give refugee status to Rohingyas. It recognises them as Forcibly Displaced Myanmar Nationals (FDMN) and not as refugees. Like India, Bangladesh is also not a signatory to the Convention on the Rights of Refugees and hence there is no obligation to give refugee status to these Rohingya migrants. The government of Bangladesh has placed a significant emphasis on the repatriation process of Rohingya refugees back to Myanmar. The safety conditions in Myanmar are currently inadequate for the refugees to return, and the prospect of their prolonged stay in Bangladesh necessitates immediate focus on their fundamental necessities such as sustenance, housing, and education.¹⁷⁹

The Bangladeshi government has exhibited hesitancy in granting the Rohingya refugees

¹⁷⁶ Bhatia, Abhishek, et al. 'The Rohingya in Cox's Bazar: when the stateless seek refuge' *Health and human rights* 20.2 (2018): 105.

¹⁷⁷ Bhatia, Abhishek, et al. 'The Rohingya in Cox's Bazar: when the stateless seek refuge' *Health and human rights* 20.2 (2018): 105.

¹⁷⁸ Rohingya Refugee Crisis Response: External Update. International Organization for Migration, (February 2018). https://www.iom.int/sites/g/files/tmzbd1486/files/situation_reports/file/IOM-Rohingya-Crisis-Response-Sitrep-22Feb2018.pdf

¹⁷⁹ See, 'Building a Better Future for Rohingya Refugees in Bangladesh' (*Crisis Group*, 24 April 2019) <<https://www.crisisgroup.org/asia/south-east-asia/myanmar/b155-building-better-future-rohingya-refugees-bangladesh>> accessed 20 January 2023

permission to establish permanent residency within its territorial boundaries. Consequently, the government has not prioritised the provision of extended educational opportunities or integration measures for the refugees. This has created barriers for refugee learners to access formal education in Bangladesh. Conversely, the educational prospects available to the Rohingya population within Myanmar were restricted, with scant opportunities to pursue academic pursuits within the country. A study has suggested that there was an improvement in their education status in Bangladesh.¹⁸⁰

The UNHCR and other international organisations are actively engaged in addressing the educational and other essential requirements of Rohingya refugees in Bangladesh. According to a report by Human Rights Watch, the authorities in Bangladesh are impeding the efforts of aid organisations to furnish educational opportunities within the camps and prohibiting children of Rohingya descent from registering in schools located outside of said camps.¹⁸¹ Deliberately denying children access to education is a violation of their human rights. According to reports, the government is allegedly impeding the communities' access to formal education and exerting pressure on them in the management of schools established by the Rohingya.¹⁸²

From 2017 onwards, a significant number of displaced people from Rakhine state of Myanmar entered Bangladesh. Bangladesh government has issued guidelines (Guideline for Informal Education program) to provide informal education to children of FDMN. The primary focus of Bangladesh Government was to provide help and assistance to the youth of host community. The Second Reaching out of School Children (ROSC II) has been providing pre-vocational skills training to the youth of host community. The programme has been in effect since January 2018 and was subsequently extended until December 2020 with the aim of providing training opportunities for young individuals. During this period, it would offer assistance to children who are FDMN as well. Supplementary financial resources would be designated to guarantee the provision of informal education at the primary level and psycho-social assistance for adolescents. As per the guidelines, the educational medium will be either English or Myanmar. Additionally, the programme includes the provision of life skills to children, a crucial component for survival in emergency contexts. The Government very recently, stated that it is

¹⁸⁰ Prodip MA, 'Health and Educational Status of Rohingya Refugee Children in Bangladesh' (2017) 25 Journal of Population and Social Studies 135 <<http://dx.doi.org/10.25133/jpssv25n2.005>>

¹⁸¹ 'Bangladesh: Officials Threaten Rohingya for Setting Up Schools' (*Human Rights Watch*, 22 March 2022) <<https://www.hrw.org/news/2022/03/21/bangladesh-officials-threaten-rohingya-setting-schools>>

¹⁸² Ibid.

working with UNICEF to provide formal education with children.¹⁸³

5.2.2 Lack of adequate resources

Resources and facilities in the camp are very limited. There is a lack of teachers in refugee camps and a lack of training for the existing teachers. The educators need to be qualified and trained in the curriculum as well in providing guidance and support to refugee children. Lack of care and attention from the state is also an issue. International and national NGOs carry out the funding of the learning centres. Due to the mass influx and lack of infrastructural facilities, these NGOs are not able to tackle the structural barriers.

The living conditions in the refugee camps are miserable and it affects the mental, physical, and social well-being of children. The limited resources in the camp create a setback for children to access education and explore their social, emotional, and intellectual potential. The educational spaces usually serve as a safe place for refugee and displaced children and it helps to connect with the community and get over their trauma. Displaced children and children who have fled their home countries have already lost the better part of their childhood to violence, war, or persecution and the trauma caused by it. It is essential that they are given spaces to explore the innocence and creativity of childhood. Educational spaces share a piece of the world that could be different from what the children have already seen and it builds a form of hope for them.

5.2.3 Informal learning centres

Most of the refugees from Myanmar are living in Cox's Bazar district in makeshift camps. As access to formal education is closed for Rohingya students, international agencies have tried to set up informal education centres. These informal centres called as Temporary Learning Centres work with help of international aid groups and Rohingya community leaders. Organisations like UNICEF, UNHCR, Save the Children, BRAC, etc. have worked together to establish Temporary Learning Centres for children up to the age of 14. These Temporary Learning Centres provide emergency education. Young and adult learners seek informal education from these centres. While these non-formal educational establishments offer a glimmer of hope for children and endeavour to furnish a secure environment for those who

¹⁸³ Kibria T and Hussein R, 'Informal Education Brings Hope to Rohingya Refugee Children in Bangladesh' (VOA, 15 February 2020) <https://www.voanews.com/a/extremism-watch_informal-education-brings-hope-rohingya-refugee-children-bangladesh/6184293.html> accessed 3 October 2022

have been exposed to violence, their efforts may prove insufficient. Various non-governmental organisations also collaborate with refugees and the host community to establish Child-Friendly Spaces. These factors do not guarantee prospects beyond the elementary level, and there is a lack of provision for further education within schools in Bangladesh.¹⁸⁴

To address the learning challenges and gaps, a Learning Competency Framework and Approach (LCFA) for the Rohingya children was formulated. Learning Competency Framework and Approach is an initiative by UNICEF that is currently working in Bangladesh that provides informal education to refugee students. LCFA introduced a revised draft in 2019 with objectives to improve the education of refugees. The LCFA proposal aims to provide education to young individuals of the Rohingya ethnic group with the aid of facilitators from both the host community and the Rohingya community. The active participation of educators and facilitators hailing from both the refugee and host communities is anticipated to yield a more favourable result.

5.2.4 Myanmar Curriculum

In 2020, the government of Bangladesh, in collaboration with UNICEF, made the decision to implement the Myanmar Curriculum Pilot programme with the aim of providing formal education to refugee children from the Rohingya community.¹⁸⁵ During the program's preliminary phases, its focus is directed towards learners ranging from the 6th to the 9th grade, with the aim of broadening its scope in the future. The objective of the programme is to introduce a curriculum for refugee students that aligns with the educational framework implemented in Myanmar. The medium of instruction through this will be in Myanmar's native language. This programme strives to provide refugees with the necessary skills and knowledge to effectively reintegrate into Myanmar upon their return. The program's primary focus is on facilitating repatriation rather than addressing language barriers in education for children in Bangladesh.

The option of voluntary repatriation may be considered viable provided that the safety of the

¹⁸⁴ Shohel MMC and others, 'Learning Competency Framework and Approach for the Displaced Rohingya Children Living in Bangladesh: A Critical Review' (2023) 4 *Continuity in Education* 50 <<http://dx.doi.org/10.5334/cie.57>> accessed 3 March 2023

¹⁸⁵ Kibria T and Hussein R, 'Informal Education Brings Hope to Rohingya Refugee Children in Bangladesh' (VOA, 15 February 2020) <https://www.voanews.com/a/extremism-watch_informal-education-brings-hope-rohingya-refugee-children-bangladesh/6184293.html> accessed 3 October 2022

country and the circumstances surrounding the individuals' return are guaranteed. The success of Bangladesh's proposal to adopt Myanmar's curriculum for repatriated displaced individuals is contingent upon Myanmar's recognition of the educational program's validity and its willingness to allow students to continue their academic pursuits. The application of the same is still pending. Nonetheless, community initiatives are in place that follow a syllabus comparable to that of Myanmar and offer private learning opportunities to refugee children.¹⁸⁶

5.2.5 Girl child education

UNICEF has endeavoured to identify the obstacles that impede the education of female children. A recent door-to-door survey conducted by UNICEF has revealed a rise in the rate of female children dropping out of school between the ages of 12 and 14.¹⁸⁷ There exist cultural, social, and economic factors that have contributed to this issue. Parents had preconceived notions about sending adolescent girls to school, believing that it was not culturally suitable. Gender stereotypes significantly influence the societal expectation that female children should remain within the domestic sphere, attending to familial responsibilities and performing household chores. The issue of sexual abuse and exploitation in refugee camps has raised concerns regarding the safety and security of sending female students to educational institutions. But invariably keeping them at home does not help the students in any way and they are still facing gender-based violence and discrimination.

The persistence of social ills such as child marriage results in the deprivation of the fundamental rights of young girls. The situation compels the child to discontinue their education. The magnitude of financial concerns is substantial, rendering it arduous for parents to effectively manage and provide for the educational needs of multiple children. Under these conditions, notably in South Asian cultures, due to gender stereotypes and patriarchal ideals, the boy child would be given priority for education thereby constraining opportunities for female education.

Solutions to these issues must be found by considering the social and cultural aspects of the community. It is critical to educate families and society on the benefits of education for

¹⁸⁶ Banerjee S, 'Children Left Behind: Challenges in Providing Education to the Rohingya Children in Bangladesh | ORF' (*ORF*) <<https://www.orfonline.org/research/children-left-behind-challenges-in-providing-education-to-the-rohingya-children-in-bangladesh/>>

¹⁸⁷ 'A Girl's Place Is in the Classroom: Making Education More Inclusive in the Rohingya Refugee Camps' (*UNICEF South Asia*, 24 August 2022) <<https://www.unicef.org/rosa/stories/girls-place-classroom-making-education-more-inclusive-rohingya-refugee-camps>> accessed 3 March 2023

children. Gender stereotypes must be addressed and challenged not only in educational settings, but across society. But in a community that is already facing atrocities, it is rather important to bring safe spaces to them so the girl child is not deprived of her education. The social biases need to be empathetically addressed and dealt with.

UNICEF has addressed this issue not by challenging the structural problems but rather by dealing with the specific issue at hand. UNICEF has in fact introduced girls-only lessons in refugee camps in Bangladesh recognising that the parents would prefer that and girls wouldn't be forced to drop out when they reach puberty.¹⁸⁸ There are also steps taken to have female Rohingya chaperones to accompany girls to and from learning centres.¹⁸⁹ While it may not be the most optimal strategy for promoting female education and reducing dropout rates, such measures are implemented in response to prevailing societal conditions, with the potential to effect gradual change over time.

5.2.6 Madrassa education

Bangladesh Government closed down the opportunities for refugee children to access formal education and it led children to opt for religious education in madrassa. Community leaders and religious leaders initiate providing religious education to kids. A few of the madrassas offer secular education also, so when the children are prohibited from formal education, they would come to them to seek education. The government of Bangladesh has curtailed the avenues for refugee children to avail formal education, resulting in a shift towards religious education in madrassas. Community leaders and religious leaders initiate providing religious education to kids. Some madrassas provide secular education as well, serving as an alternative source of education for children who are unable to access formal schooling.

As it is evident there is an education gap, Rohingya groups, and Bangladeshi Islamist groups have come together to establish more than 1000 madrassas. These Madrassas function as religious schools that provide Koran-based education to graduate-level religious studies.¹⁹⁰ This collaboration between the host community and the refugee community is a promising step only but the element of identity between them is based on religion and not any other

¹⁸⁸ Ibid.

¹⁸⁹ Ibid.

¹⁹⁰ Kibria T and Hussein R, 'Informal Education Brings Hope to Rohingya Refugee Children in Bangladesh' (VOA, 15 February 2020) <https://www.voanews.com/a/extremism-watch_informal-education-brings-hope-rohingya-refugee-children-bangladesh/6184293.html> accessed 3 October 2022

humanitarian grounds.

Education in religious settings raises concern about the lack of quality education to children and the possibility of indoctrination. International Crisis Group warned about the possible issues of indoctrination in camps. As per the report, there is a lack of evidence indicating that these madrasas have been involved in the promotion of violence or intolerance among children, or in the process of indoctrination or recruitment by local or transnational jihadists. The policy of depriving young individuals of formal education and instead relying on unregulated madrasas is likely to heighten the probability of extremist groups establishing a presence within the camps.¹⁹¹ When children are prohibited from educational spaces the madrasas provide a space for community and growth. In lieu of formal education, madrasas lack a general education curriculum. Hence it is not an acceptable alternative to formal schooling.

5.2.7 Hindrances in accessing education

Lack of documentation is a barrier to access formal education for refugees. The admission process demands documents such as Birth Certificate and Identity Card. It was reported that to prevent refugees from obtaining official documents that can be used to access public services, Bangladesh's government halted its state birth certificate programme in the Cox's Bazar district.¹⁹² As per Article 24 of International Covenant on Civil and Political Rights (ICCPR)¹⁹³, and Article 7 of the Convention on the Rights of the Child (CRC)¹⁹⁴, birth registration is a Fundamental Right. Refugee Identity documents are not always considered as valid documents for admission to school. Rohingya refugee students are restricted from accessing Bangladeshi curriculum and there is no established formal curriculum for students to follow. The recent proposition of introduction of Myanmar curriculum is also not implemented. In existence, the community led initiatives and opportunities by international organisations try to provide children primary education with their curated syllabus.

¹⁹¹ 'Building a Better Future for Rohingya Refugees in Bangladesh' (*Crisis Group*, 24 April 2019) <<https://www.crisisgroup.org/asia/south-east-asia/myanmar/b155-building-better-future-rohingya-refugees-bangladesh>>

¹⁹² Karim, Mst Umme Habiba Fahmina. 'No education—lost generation: The right to education of stateless Rohingyas in Bangladesh'

¹⁹³ Article 24 of International Covenant on Civil and Political Rights, Every child shall have, without any discrimination as to race, colour, sex, language, religion, national or social origin, property or birth, the right to such measures of protection as are required by his status as a minor, on the part of his family, society and the State.

¹⁹⁴ Article 7 of the Convention on the Rights of the Child, The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

Lack of physical in fractures are also a major impediment. Many children lack access to appropriate and secure learning environments in the camps due to overcrowding. Many of the classrooms in the camp are temporary facilities built of bamboo and plastic sheeting that are not meant to be used indefinitely. During the monsoon season, these buildings are also prone to destruction, which may interrupt school programmes and endanger children's safety. The educators are often from communities and they are not properly trained in imparting education to the children and there are no qualified persons to deal with the mental trauma and problems faced by the refugee children.

When contemplating obstacles, it is crucial to comprehend the concerns of the host community as well. A nation characterised by a substantial populace and limited resources may necessitate increased financial support and aid, as well as interventions pertaining to the rights of refugees and the facilitation of secure and voluntary repatriation. Notwithstanding, a nation that espouses fundamental human rights and liberties in its constitutional framework may take into account the human rights transgressions experienced by refugee communities and cater to their fundamental educational requirements.

5.3 Kenya

Following Ethiopia, Kenya has become the second-largest African nation in terms of hosting refugees. The nation of Kenya provides asylum to a significant number of refugees, primarily originating from the Great Lakes and Horn of Africa regions. The majority of individuals seeking refuge from the conflict in South Sudan tend to migrate to Kakuma, situated in the northern region of Kenya. At the same time, Somali refugees predominantly seek asylum in Dadaab, which is situated in Garissa County.

Kakuma and Dadaab camps are home to about 4,00,000 refugees from Somalia, South Sudan, Ethiopia, and elsewhere.¹⁹⁵ The Kakuma camp is located in near the Kenyan-South Sudanese border, and the Dadaab camp is located near the Somali border. Dadaab camp was established in 1991 as it was considered one of the largest refugee camps, as it hosted around 5,00,000 refugees from Somalia. Somalians had faced civil war, famine, and drought, and as many have sought refuge in the Dadaab camp in Kenya. During the civil war in Sudan about 20,000 young

¹⁹⁵ Yacoub L and Lara Yacoub M by, 'What the Closure of the Dadaab and Kakuma Refugee Camps Means for Residents' (*Spheres of Influence*, 28 September 2021) <<http://spheresofinfluence.ca/what-the-closure-of-the-dadaab-and-kakuma-refugee-camps-means-for-residents/>>

boys who were separated from their parents reached the Kakuma camp in 1992. They were famously called by the media as Lost Boys of Sudan. Hence the Kakuma camp was created in collaboration with UNHCR and Kenyan Government. Primarily it was established to accommodate 23,000 Sudanese refugees, now it hosts about 181,000 refugees from various countries across sub-Saharan Africa, such as Somalia, Ethiopia, and the Democratic Republic of the Congo.¹⁹⁶

The 2010 Constitution of Kenya provides protection for the entitlement to education for all minors who are born and domiciled within the borders of Kenya. The Education Bill enacted in 2012 guarantees children the right to obtain a fundamental education, encompassing preschool, primary, and secondary levels of instruction. Although these provisions are there, ensuring a meaningful education for a large population of refugees is still a practical hurdle. Within the financial constraints, the government focused on bringing funding international organisations and agencies.

International Rescue Committee (IRC) and other refugee organizations have provided relief for the refugees in Kenya. IRC has initiated educational programs and ensured support to learn trade and thereby making the young person self-reliant to start a small business on their own.¹⁹⁷ Also Fund from the Bureau of population, refugees and migration, the UNHCR and UN Children's Fund and the Ministry of Foreign Affairs of Finland has been a source for refugee education in Kenya.

The provision of education services in Kakuma refugee camp and Kalobeyei Settlement is facilitated by UNHCR in collaboration with its education partners, namely Lutheran World Federation (LWF), Finn Church Aid (FCA), and Windle International Kenya (WIK). Free and compulsory primary education is provided to students in this camp. Students can enrol at any time and they will be provided a study kit. But secondary and tertiary education are subject to fees or scholarship upon merit. There are also two girls boarding schools in the camp in which the students can apply.¹⁹⁸

¹⁹⁶ 'Kakuma Refugee Camp — Kakuma Girls' (; *Kakuma Girls*) <<http://kakumagirls.org/projects>> 4 March 2023

¹⁹⁷ 'The Lost Boys of Sudan' (*The IRC*, October 3, 2014) <<https://www.rescue.org/article/lost-boys-sudan>> accessed 4 March 2023

¹⁹⁸ Angelina Jolie Primary school and Morneau Shepell Secondary School

5.3.1 Refugee led school

There are refugee-led schools, UNHCR-funded schools, and formally accredited private schools Kenya that offer education to refugee children. Refugee-led schools are common in Dadaab camp. These schools are financed and run by refugees and Kenyan National Government has accredited them.¹⁹⁹ Refugee-led schools are set up by graduates from the community. In Dadaab, a significant proportion of primary and secondary schools comprise of formally accredited schools that are led by refugees. The rest of the schools are funded and accredited by UNHCR and functions through international NGOs. The refugee-led schools have identified the educational requirements of their community and endeavoured to establish learning environments, thereby providing students with educational opportunities and teachers with a source of income. Refugee-led schools rely on financial contributions from parents of refugee students to support community initiatives, while UNHCR schools are tuition-free, although parents may be responsible for covering expenses related to uniforms and educational materials.

Schools led by refugees were established with the aim of integrating formal education with madrassa education for children. The Kenyan national curriculum implemented in UNHCR schools includes instruction in religious education, although exclusively in the English language. As the funding for madrassa education from Gulf ceased after 9/11 the parents couldn't afford the children to go to both schools.²⁰⁰ Given these circumstances, the refugee population residing in communities established a school that integrated both formal education and religious instruction in the Arabic language.²⁰¹ They also wanted to improve the quality of education, particularly at the secondary level, and prevent dropout of children.

Refugee-led schools in Dadaab are a great illustration of how community initiatives and resilience can lead to societal transformation. Despite structural constraints, the existence of accredited refugee-led elementary and secondary schools proves that refugees are capable of successfully navigating complex structural systems and carrying out substantial societal projects, such as running a successful school.

Additionally, these schools were successful at maintaining open communication between

¹⁹⁹ 'What Can We Learn from Refugee-Led Education in Kenya? – Peace Research Institute Oslo' (*Peace Research Institute Oslo*) <<https://www.prio.org/publications/13270>> accessed March 12, 2023

²⁰⁰ Ibid

²⁰¹ Ibid

parents and teachers and promoting community involvement. The concerns of parents are addressed and they are encouraged to take part in the school activities. The concerns of parents are addressed, and they are encouraged to take part in the school activities. Through these steps, the issues are identified through a collective process, and thereby, the quality of education is guaranteed. Similar participation is ensured among students also by creating a safe learning environment by encouraging their active participation in academic as well as administrative activities. These schools have democratically elected student governments. This would have a direct impact on the emotional and social development of children, enabling them to become empowered advocates for their own rights. Active student participation is crucial in both their academic development and the management of educational institutions, as it shapes the prevailing educational ethos and impacts the governance framework of schools.

Graduates from the refugee community have gathered to initiate refugee schools in Dadaab. These refugee teachers who are leading the classes demonstrate admirable resilience and a shared sense of purpose. However, it is important to acknowledge that their lack of formal training and expertise presents a challenge. In order to effectively deliver a comprehensive syllabus and address the mental and physical well-being of refugee children, these teachers require additional support and training. Refugees did not have the right to work in Kenya. So, the refugee teachers are hired as ‘incentive workers’ and are paid less than their counterparts who are Kenyan nationals. This makes it difficult for refugees who are educated and want to give back their skills to the young generation. According to the Refugee Act of 2021, refugees are entitled to exercise their right to pursue gainful employment or enterprise, either individually or as a group, as well as to practise a profession or trade, provided that they possess qualifications that have been duly recognised by competent authorities in Kenya.²⁰² This could have a positive impact on the situation of teachers but it needs to be ensured that the payment of them.

5.3.2 Language of Education

In refugee areas, the students are mostly expected to adhere to the language of the host nation as the primary medium of instruction. In former colonial territories, English is also often prioritised in educational settings. This may exhibit similarities or differences from their country of origin. When children are enrolled in Kakuma they would be following the Kenyan

²⁰² The Refugee Act, 2021 (Kenya No. 10 of 2021) Kenya Gazette Supplement No. 210 (Acts No. 10)

curriculum and learning in English and Kiswahili language.²⁰³ In accordance with Kenya's official language policy, the lower primary grades are to be taught in the mother tongue, whereas the upper primary classes are in English.²⁰⁴ In educational institutions that cater to refugee students, it may not be practical to provide instruction in the students' native languages due to the diverse nationalities represented in the learning environment. There would practical limitations in ensuring primary education to refugee children in mother tongue in the host nation. There are compelling arguments for hiring refugee teachers for bridging this gap Since they share languages and life experiences with at least some of their students, they have a better chance of connecting with them and figuring out what aspects of the Kenyan curriculum may be foreign to them.

5.3.3 Educational Barriers

The educational facilities within refugee camps are not adequately equipped to accommodate a substantial number of students. The schools are experiencing an increase in student population annually, while the availability of resources remains restricted. Kenya is a region characterised by a significant increase in temperature levels, which has raised concerns regarding the availability of sufficient water resources. Under such extreme temperature conditions, the overcrowding of classes may pose a challenge for students to attain comfort, share spaces, and effectively engage in the learning process. This also creates difficulties for teachers in managing the classroom decorum and attending to every child. The presence of restricted seating arrangements can lead to conflicts among students and negatively impact their academic progress. In such circumstances, a considerable amount of time is devoted by teachers to conflict resolution and classroom management. Overcrowding makes it difficult for teachers and they would not be able to give attention to each and every student. Hence the individual needs of a wide group of students would be left unaddressed. Another major issue is the dropout rate among students, particularly among adolescent girls. The dropout rates among adolescent girls are higher because they leave school for domestic work, looking after other children, early marriage, and pregnancy.²⁰⁵

²⁰³ Mendenhall M and others, 'Quality Education for Refugees in Kenya: Pedagogy in Urban Nairobi and Kakuma Refugee Camp Settings: Faculty Digital Archive : NYU Libraries' (*NYU Libraries*, October 1, 2015) <<http://hdl.handle.net/2451/39669>> accessed 22 March 2023

²⁰⁴ Ibid

²⁰⁵ Quality vs Quantity: The Challenge of Providing Quality Education to Refugees in Kenya – Kenya (*ReliefWeb*, 26 January 2022) <<https://reliefweb.int/report/kenya/quality-vs-quantity-challenge-providing-quality-education-refugees-kenya>> accessed 23 march 2023

5.3.4 Technical education

There are designated E-learning centres established for the purpose of imparting education to children in refugee camps with the help of technology. Instant Network School (INS) programme brought this ‘instant classroom’ which is a digital box to set up an instant digital classroom. It contains a laptop for teachers, 25 tablets for students, projector and speakers, an inbuilt charging station, local server, a Wi-Fi router, and an online security solution to ensure safe browsing. These are powered by solar-powered batteries as electricity is not available everywhere. The internet issues are also addressed through it as the tablets are preloaded with lectures. There would be a local coach that would provide training and support. The INS program is managed and technical support is provided by UNHCR program managers. It is initiated with school communities with Vodafone Foundation and other partners. By 2022 INS program has extended to 19 centres in Kenya. It has a community-driven approach and works closely with refugee communities as well as the host community.

The program aims to ensure that refugee students and teachers are provided with technological assistance in acquiring education. The initiative had a positive impact on refugee children. In addition to enhancing the self-sufficiency of refugees, the initiative aims to alleviate the strain on the host community by supplementing existing educational schemes and working towards prospective objectives. Beyond ensuring technological access, the INS program also focuses on preparing a proper curriculum, helping teachers, and assisting students on how to use technology, etc.

The initiative intends to give training and support to children to get better access and knowledge to technological education. As part of the training camp, INS has also given opportunity to sixty refugee students to attend Information Communications Technology (ICT) Bootcamp.²⁰⁶ In Kakuma refugee camp girls from 6 different schools got chance to take part in a 1-week bootcamp and they had chance to get exposure to ICT innovations like computer and coding skills, designing, digital art creation etc.²⁰⁷

5.3.5 Continuing Education during pandemic-

During the pandemic, schools were closed down. Kenya has made successful efforts to

²⁰⁶ Otieno Samuel, ‘Refugee girls in Kakuma camp attend ICT Bootcamp’ (UNHCR, 22 Aug 2017) <<https://www.unhcr.org/ke/11851-refugee-girls-kakuma-camp-attend-ict-bootcamp.html>> accessed March 20, 2023

²⁰⁷ Ibid

continue education. An extended break from school would affect the children's education and wellbeing. The closing down of schools may pose additional challenges, particularly for refugee children, as parents may be hesitant to send their children back to school, potentially leading to increased dropout rates. The Kenya Institute of Development (KICD) radio programme, aired through a local FM station with the support of Finn Church Aid (FCA) and EU humanitarian Aid. FCA with the support of UNICEF provided training to teachers to Competency-based curriculum and also training to deal with crisis-affected areas. Radios were provided to the refugee students and students were able to attend the lessons and do homework through that.

With the assistance of UNICEF, FCA was able to provide training on the Competency-Based Curriculum to 123 teachers.²⁰⁸ An additional 153 educators received training in the Teachers in Crisis Context programme, which equipped them with the necessary skills to effectively engage with children who have been impacted by crises.²⁰⁹ ECHO has funded the salaries of 138 female teachers in the camp. The teachers provide assistance to students in these radio classes and parents are also able to help the students while attending these classes. There are still a lot of limitations to this mode as education shouldn't be a one-way channel and discussions are collaborative works are essential for its success.

5.3.6 Higher education

Primary and secondary education get more support from government and international agencies whereas opportunities for higher education are limited. As a result, only a select number of students are able to pursue advanced studies. To address this issue, the World University Scholarship of Canada (WUSC) and the Albert Einstein German Academic Refugee Initiative (DAFI) have implemented scholarship programmes to support students in refugee camps, enabling a limited number of individuals to pursue higher education. Only limited number of students are able to pursue higher education.

As a consortium of Kenyan and Canadian universities, Borderless Higher Education for Refugees (BHER) offers accredited courses to refugees in Dadaab camp and to some Kenyan nationals in Dadaab town.²¹⁰ NGOs have cited the need for access to higher education in the

²⁰⁸ 'Learning Continues in Refugee Camps as Schools Close Temporarily' (*Kenya*, 19 June 2020) <<https://www.unicef.org/kenya/stories/Learning-continues-in-refugee-camps-as-schools-close-temporarily>>

²⁰⁹ Ibid

²¹⁰ 'The Borderless Higher Education for Refugees Project: Enabling Refugee and Local Kenyan Students in Dadaab to Transition to University Education' (2018) 4 *Journal on Education in Emergencies* 164

camp and in town, and as a response to that, the consortium was formed in 2013. The program has coordinated online courses along with offline classes.

Vocational training opportunities and other higher educational opportunities have been tested in refugee areas. One such example is In Zone which is a programme by University of Geneva. In Zone-Raft basic medical training is one such course that was successful course implemented in Dadaab camp. In Zone paired with Raft Telemedicine Network in the University to adapt the course in the Kakuma camp as per the request of UNHCR.

5.4 Turkey

As of 2017, Turkey hosts a total of 1.7 million Syrian refugee children.²¹¹ When the conflicts began in Syria, a significant number of Syrians came to Turkey. They were initially considered as guests rather than legal refugees. Turkey, following the rules of voluntary repatriation guaranteed that Syrians will not be forcefully sent back and they were guaranteed ‘temporary protection’ status, and made sure that no time limits are imposed on their stay. Turkey has established the General Directorate of Migration Management (GDMM). The Ministry of Interior has established the Directorate General for Migration Management to effectively execute migration policies and strategies. The primary objectives of this organisation include facilitating coordination among relevant agencies and organisations, managing procedures related to the entry, exit, and removal of foreigners from Turkey, and providing protection to victims of human trafficking, international protection, and temporary protection.²¹²

Currently, there are over 770,000 Syrian and other refugee children who are registered in educational institutions.²¹³ However, there are still more than 400,000 children who are not enrolled in school, thereby exposing them to potential risks such as social isolation, discrimination, child labour, and early marriage.²¹⁴ There are formal and non-formal education programmes in Turkey for the refugee population. UNICEF works with Ministry of National Education, Ministry of Youth and Sports, Turkish Red crescent etc. to build up access to education for refugee children.

²¹¹ ‘Inclusion of Syrian Refugee Children into the National Education System (Turkey)’ (UNICEF, May 17, 2023) <<https://www.unicef.org/documents/inclusion-syrian-refugee-children-national-education-system-turkey-2>>

²¹² Türkiye Ministry of Interior R of, “Presidency” (Presidency) <<https://en.goc.gov.tr/about-us>>

²¹³ “Non-Formal Education Programmes” (Unicef.org) <<https://www.unicef.org/turkiye/en/media/12806/file>>

²¹⁴ “Non-Formal Education Programmes” (Unicef.org) <<https://www.unicef.org/turkiye/en/media/12806/file>>

The government of Turkey itself has taken steps to address the issues of refugees and the services allocated to them. For any host nation registration and data collection is important for ensuring this purpose. The MoNE has also collaborated with UNICEF to develop an online management system, YOBIS, to track foreign students' demographic data as well as their academic and health records in order to alleviate the shortage of information on Syrian refugee children. This technology will make it possible to track Syrian students more closely in order to make sure they receive the same services as Turkish students and to more accurately determine both their needs and those of the schools they are attending.²¹⁵ This will help inform future response efforts.

Refugees are granted access to formal education in Turkish public schools. The utilisation of Turkish as the primary language of instruction in National schools may pose a challenge for certain students who lack proficiency in the language. Additionally, financial constraints and transportation issues may also impede enrolment in public schools. In order to facilitate the enrollment of young refugees in higher education, the United Nations High Commissioner for Refugees (UNHCR) collaborates together with the Higher Education Council and the Presidency for Turks Abroad and Related Communities. Through the assistance of UNHCR, scholarships are also given to refugee students to attend Turkish colleges. UNHCR's worldwide DAFI programme is also prominent in Turkey.

5.4.1 Temporary education centres

Formal education is also given through temporary education centres. These centres follow a modified Syrian curriculum and with the support of UNICEF became transitional educational centres. Syrian teachers are volunteering in these Temporary Education Centres and the MoNE has partnered with UNICEF to provide incentives to these Syrian volunteers in camps. Temporary Education Centres (TECs) have been closely regulated since the introduction of the 2014 MoNE circular on Foreigner's access to education. This has resulted in the accreditation of a greater number of Technical Education Centres (TECs) and, consequently, an enhancement in the quality of education offered by them.

By 2016, there were about 425 TECs in and around refugee camps located in various cities in

²¹⁵ 'Ensuring Educational Opportunity for All Syrian Refugee Children and Youth in Turkey (September 2015)' (*Theirworld*, 12 April 2023) <<https://theirworld.org/resources/report-partnering-for-a-better-future-ensuring-educational-opportunity-for-all-syrian-refugee-children-and-youth-in-turkey/>> accessed 20 May 2023

Turkey.²¹⁶ Education is considered an important tool for advancing social inclusion initiatives. Many Syrian refugee students prefer TECs over national public schools because the primary language of instruction is Arabic. The inability to communicate in the native tongue of the host nation can, however, inhibit Syrian refugee children's integration into the Turkish educational system and efforts to become part of society.²¹⁷

Addressing these issues government decided to integrate the refugee children into public education schools and eventually close down the TECs.²¹⁸ This has led to increased admission of refugee children in public schools which eventually ensures social integration and protects the long stay in the host nation.

5.4.2 Non-Formal Education

In Public Education Centres, informal education is also provided to refugees. Youth and adults are given vocational training also through these centres. Non-Formal Education is designed to provide learning lessons for out-of-school refugee children. The programme aims to reach out to children and adolescents with learning opportunities including Basic Literacy and Numeracy (BLN) classes, Turkish Language Courses (TLC), and an Accelerated Learning Programme (ALP) to compensate for the lost classes.

TLC programme is implemented in close collaboration with Ministry of Youth and Sports Providing Turkish language courses ensures that integration with host community happens and children are equipped to better understand subjects. ALP has been implemented by the Ministry of National Education with the support of UNICEF. The ALP is offered in 78 Public Education Centres in 12 provinces where there are high numbers of refugee children.²¹⁹ The program helps out-of-school refugee children catch up on lost learning and supports them in accessing age-appropriate relevant education opportunities.

Lebanon, a neighbouring country where Syrian refugees have sought asylum, has also implemented Accelerated Learning Programmes to aid children who have missed several years

²¹⁶ Gümüş E and others, 'Current Conditions and Issues at Temporary Education Centres (TECs) for Syrian Child Refugees in Turkey' (2020) 12 Multicultural Education Review 53
<<http://dx.doi.org/10.1080/2005615x.2020.1756083>> accessed 17 may 2023

²¹⁷ Ibid

²¹⁸ Ibid

²¹⁹ 'Non-formal education fact sheet' (UNICEF) <<https://www.unicef.org/turkiye/media/6436/file/Non-Formal%20Education%20Programme%20Fact%20Sheet.pdf>> accessed 20 May 2023

of education in catching up quickly. The aforementioned programmes hold particular significance for children who have been displaced and affected by conflict, as their education is often subject to frequent interruptions.

5.4.3 Conditional Cash Transfer

A conditional cash transfer (CCT) is a social tool with aim to alleviate poverty upon the condition of the receiver's action. Globally, conditional cash transfers in education are used extensively as instruments of social policy to promote enrolment and regular school attendance. Families would receive a payment in return for the regular attendance of their wards in school.²²⁰ Countries such as Brazil, Colombia, Bangladesh, and the United States of America have implemented Conditional Transfer policies as a means of addressing poverty-related issues, with a particular focus on fulfilling the educational requirements of children. In 2003, Turkey effectively implemented the Conditional Cash Transfer for Education (CCTE) programme for its citizens. Subsequently, in 2017, the programme was expanded to encompass the education of refugee children.²²¹ The programme was extended under the partnership of the Ministry of Family, Labour and Social Services, the Ministry of National Education, the Turkish Red Crescent and UNICEF.²²² The programme is funded by the European Union and the governments of Norway and the US.

The transfer amount and eligibility criteria for applying for refugees are on par with the Turkey nationals under the CCTE programme. The cash would be transferred to families every two months when the child attends school regularly with a minimum of 80% attendance.²²³ The programme is not limited to refugee children enrolled in Turkish public schools but those who are enrolled in Temporary Education Centres and Accelerated Learning Programmes are also eligible.

Poverty constitutes one of the main barriers to children pursuing education. Frequently, financial limitations within a household can impede the prioritisation of children's education. The programme seeks to overcome this hurdle to the education of children. In addition to the aforementioned aspect, the programme places significant emphasis on the element of

²²⁰ 'The Conditional Cash Transfer for Education (CCTE) Programme' (UNICEF)

<<https://www.unicef.org/turkiye/en/conditional-cash-transfer-education-ccte-programme>> accessed 22 May 2023

²²¹ Ibid.

²²² Ibid.

²²³ Ibid.

safeguarding children. Outreach teams are deployed to engage with children who are unable to meet the required attendance levels. This approach aims to analyse the obstacles that families and students encounter in maintaining consistent attendance in classes.

5.5 India

In India refugee populations reside in various parts under state mandate as well as UNHCR mandate. India shares borders with Bangladesh, Bhutan, Nepal, China, and Burma. Additionally, it is the closest mainland entry point to the island of Sri Lanka. Refugees from these areas and far beyond come to India. Although India is not a signatory to the Refugee Convention, it has been one of the largest host nations of refugees. India has sheltered a large number of refugees from Bangladesh, Myanmar, Afghanistan and Sri Lanka and from countries like Somalia, Yemen, Sudan etc. Since the study primarily focuses on Tibet, Sri Lankan, Rohigyan, Afghan, Somalian and Chakma refugees, the focus shall be brought to existing systems mechanism of education seen in refugee camps.

5.5.1 Chakmas and Hajongs in Arunachal Pradesh

Chakamas are buddhists and Hajongs are hindus originally from Chittagorh Hill Tracts. The commissioning of Kaptai Dam in 1962 was the major reason for migration as the lake created by Dam washed away a sizable portion of their land, even the capital city and palace of Chakma Raja was destroyed and the lake was often referred to as the 'Lake of Tears'.²²⁴ Along with that there was also resistance created about their inclusion in East Pakistan due to the ethnic, cultural and religious differences and after the independence of Bangladesh the group formed organisations and started fighting for their indigenous rights.²²⁵ The initial registrations of these refugees were in Mizoram and later they were brought to Arunachal Pradesh.

Students rely on government as well as private schools to complete their school education. Chakma and Hajong refugees have their own mother tongue, and schools impart only education in Hindi and English. Most Chakma people speak more than one language. When speaking with their family and neighbours, they always choose to speak in their own dialect. Depending on the circumstance, they speak Bengali, Assamese, and Hindi with outsiders.²²⁶ Bengali-

²²⁴ Karnika Kohli, '50 Years On, Chakma Refugees from Bangladesh Are Still Denied Citizenship Rights in Arunachal' (Scroll.in, 10 August 2017) <https://scroll.in/article/845129/50-years-on-chakma-refugees-from-bangladesh-are-still-denied-citizenship-rights-in-arunachal> (accessed 11 April 2024).

²²⁵ Ibid.

²²⁶ Jonali Saikia, Dr. D. Mary Kim Haokip, 'Socio-linguistic Profile of Chakma: An Indo-Aryan Language Spoken in Arunachal Pradesh' (2020) 8(4) *JOELL Veda Publications*.

medium schools provided the education for the older generation and the younger generation seek education from Hindi or English medium schools.²²⁷ Community efforts have been identified where in a Chakma teacher is appointed by collecting money from parents to help students learn and understand language and subject better.

The climatic situations and accessibility are a relevant area to be considered while looking into the education system in Arunachal. The struggles faced by refugees have connection with the geography, government approach, registration mandates etc. In Arunachal Pradesh where students have to walk and cycle long distances to school an incident like flood or natural calamities could easily affect their transportation. Another important issue is the issues surrounding network connectivity. Numerous factors contribute to Arunachal Pradesh's poor network connectivity, including restricted access in rural and isolated areas, erratic internet service even in covered areas, and physical obstacles like rugged terrain and dense forests that make infrastructure development expensive and difficult. It was also noted in the interviews conducted among Chakma refugees staying in Diyun circle that electricity was not made available there and families were sourcing on battery made chargers, and students were finding it difficult to study and complete their home works. These issues create significant barriers in achieving

The tension between tribals and refugees is also another issue that needs proper attention and intervention. Although, after a long legal journey the Supreme Court has upheld the rights of Chakmas to citizenship, the government has not yet implemented it. A governmental policy measure taken was granting of Residential Proof Certificate (RPC) to Chakma and Hajong community for educational and livelihood purposes and later government suspended this RPCs in Changlang district.²²⁸ The suspension has affected the rights of the young refugees in seeking higher education. Students complete their secondary level education from their nearby government schools then try to move to cities for higher education like Assam and Delhi.²²⁹ When the RPCs are suspended it would hugely impact their higher education opportunities.

²²⁷ Ibid

²²⁸ 'Arunachal suspends Residential Proof Certificates to Chakmas, Hajongs' (*News click*, August 2022) <https://www.newsclick.in/arunachal-suspends-residential-proof-certificates-chakmas-hajongs>

²²⁹ Utpal Parashar, 'Refugees from 50 years ago still fight for recognition in Arunachal' (*Hindustan Times*, 4 August 2022) <https://www.hindustantimes.com/india-news/refugees-from-over-50-yrs-ago-fight-for-recognition-in-arunachal-101659543370262.html>

5.5.2 Tibet refugees

The influx of Tibetan refugees into India began in 1959 when the 14th Dalai Lama, along with thousands of Tibetans, fled Tibet following a failed uprising against Chinese rule. India, under Prime Minister Jawaharlal Nehru, offered asylum to the Dalai Lama and his followers. A majority of Tibetan refugees settled in India, most of whom settled in Dharamshala (Himachal Pradesh), which is the headquarters of the Central Tibetan Administration (also known as the Tibetan Government-in-Exile), as well as in Karnataka, Uttarakhand, and Arunachal Pradesh.

There are few important mechanisms working under Central Tibetan Administration that helps the Tibet refugees to have higher education opportunities. Central Tibetan Administration was founded in 1960 to oversee the administration's and the exiled Tibetan community's educational needs.²³⁰ Following his exile in 1959, His Holiness the XIV Dalai Lama made education his first concern and asked Pandit Jawaharlal Nehru, the Indian prime minister at the time, to set up special schools for children of Tibetan refugees.²³¹ The distinct educational institutions were founded with the dual objectives of conserving Tibetan customs and offering quality education.

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CTA associated with other agencies provide higher and professional education accessible to Tibet refugees. Tibetan scholarship programme sponsored by US Department of State's Bureau of Educational and Cultural Affairs (ECA) that helps students from Nepal and India to seek master's programme in the US.²³³ There is also professional scholarship named Tibetan Scholarship Program (TPSP) which is in partnership with The Tibet Fund assist the outstanding students in pursuing master's in India.²³⁴ Eligible candidates are selected through interview and students with higher score are given priority. In the continuance of education also it is contingent upon maintaining 60 % and above score in the course.²³⁵

A strong leadership and community efforts have made the educational opportunities for Tibetan refugees more accessible. A number of obstacles still face Tibetan youth, including the narrow range of employment prospects in India as a result of their legal status as "refugees" or stateless

²³⁰ Dawa Norbu (1997). The road ahead. London: Rider.

²³¹ 'Department of Education' (*Central Tibetan Administration*) <https://tibet.net/department/education/>

²³² Ibid.

²³³ Department of Education, 'Tibetan Scholarship Program' (Sherig, 13 December 2023)

<https://sherig.org/en/2024-tibetan-scholarship-program-announcement-for-india-and-nepal/>

²³⁴ Department of Education, 'Tibetan Professional Scholarship Program' (Sherig, 17 July 2023)

<https://sherig.org/en/tibetan-professional-scholarship-program-2023/>

²³⁵ Ibid.

individuals.²³⁶ As a result, an increasing number of Tibetans are leaving the country in search of better opportunities abroad, often with the assistance of international social or family networks.

5.5.3 Refugees in Delhi

In Delhi, in the heart of the country a significant number of refugee populations from Afghan, Somalia and Rohingya and Tibetan refugees reside. They are registered under UNHCR mandate. Compared to other areas refugee learners residing in Delhi find it difficult get admission into government schools. A constant follow up from NGOs and UNHCR intervention is often seen to assist refugee children to get admission in schools in Delhi. Schools frequently request Adhaar cards and bank account details; refugees are unable to supply these or benefit from educational initiatives such as the Samagra Shiksha Scheme.²³⁷ Community and religious institutions have been providing education to refugee children in their mother tongue. One such instance of resiliency and development is the work of Anjam Knowledge House in Delhi, which offers education to refugee women and children and all learners of Afghan community in Pashto.²³⁸ Under a project called "School of Humanity," the Ubais Sainulabdeen Peace Foundation (USPF) offers elementary education to children and youth of rohingya refugees.²³⁹

So mostly the children rely on NGOs and other parallel modes of education. BOSCO organisation in Delhi provides education for refugee children. Different level courses are offered to students. Computer and English education are also provided through these schools. Children above the age of 14 and those who moved late to the country also find it difficult to get admission in schools. It is difficult to get admitted to government schools; as a result, students are either forced to drop out of school or continue their education through the National Institute of Open Schooling (NIOS) through the 12th grade.²⁴⁰ There is no upfront aid available

²³⁶ Kunjal Gawas, 'Access to Education for Tibetan refugee children' 17(2) Vidyabharati International Interdisciplinary Research Journal <<https://www.viirj.org/vol17issue2/3.pdf>>

²³⁷ Sheena Sachdeva, 'Why is Adhaar still a barrier for refugee children in India?' (*News Careers 360*, 20 February 2024)

²³⁸ The schooling in a basement that is changing lives (*foreign Policy*, 16 October 2022) <https://foreignpolicy.com/2022/10/16/india-afghanistan-refugees-education-taliban/>

²³⁹ Vishnu Prathap, 'Education an escape for Rohingya students in Delhi' (*The New Indian Express*, 7 July, 2019) <https://www.newindianexpress.com/thesundaystandard/2019/Jul/07/education-an-escape-for-rohingya-students-in-delhi-2000419.html>

²⁴⁰ Varun Nautiyal, 'Refugees in Delhi: The Troubled Youth' (2015) 3(3) International Journal of Social Science and Humanities Research 77

for higher education for people who manage to finish their education through NIOS or traditional government education.²⁴¹

One of the beneficial schemes that work in India is the DAFI (Albert Einstein German Academic programme). It helps the refugees in India for graduate courses. The benefit of scholarship is mainly sought by the refugee students studying in BOSCO in Delhi. Many students look forward to getting this opportunity as it would help them access higher education. Primarily applications from various centres are collected for further selection process. The selection process includes home visits examining the socioeconomic status of the students, preparing a thorough report to UNHCR, and the final stage is conducting interviews with the students. The scholarship will take care of the fees, study materials and other associated fees including cost of living and transportation.²⁴²

Delhi Government has also released orders Delhi Government has given an order in 2017 which stated that students may be admitted to school with residential proof like refugee card, refugee certificate, under consideration certificate, Long Term Visa issued by FRRO or a supporting letter from UNHCR. In Furtherance of this, Delhi Government also released a circular stating that admission may not be denied to refugee/asylum seeker due to non-availability of documents at the time of admission. The circular provided for allowing provisional admission for students even without documents and CRCs further support them to seek with registration and documentation during this time.

5.5.4 Sri Lankan Refugees in Tamil Nadu.

When the conflict between the Sri Lankan government and the LTTE intensified in the 1980s, a flood of Tamil refugees from Sri Lanka started to arrive in Tamil Nadu. Due to the conflict's extensive displacement and violations of human rights, many Tamils in Sri Lanka sought safety in India, a nearby country.²⁴³ The Indian government set up refugee camps in a number of Tamil Nadu districts, including Chennai, Coimbatore, Madurai, and Tiruchirappalli, for Sri Lankan Tamil refugees upon their arrival. The refugees received food, minimal housing, and medical care in these camps.

²⁴¹ Ibid.

²⁴² United Nations High Commissioner for Refugees, 'DAFI Scholarship Programme' (*UNHCR*) <https://www.unhcr.org/in/publications/2022-dafi-scholarship-programme> accessed 20 March 2024

²⁴³ Valatheeswaran, C., and S. Irudaya Rajan, 'Sri Lankan Tamil refugees in India: Rehabilitation mechanisms, livelihood strategies, and lasting solutions.' (2011) 30(2) Refugee Survey Quarterly 24.

The linguistic and cultural divide between the population of the host state and the refugees has been lessened because both groups speak Tamil. For school level education most of the refugees rely on private and government schools in Tamil Nadu. Sri Lankan refugees, led by the Organisation for Elankai Refugees Rehabilitation (Of ERR), an organization run by Sri Lankan Tamil refugees for refugees, understood that education was the only resource that would help them overcome the challenges encountered in their refugee condition.²⁴⁴ The majority of refugee students have lost their academic certificates due to continued displacement, and the organization has called upon the central and state governments of India to make special allowances for their education. The organisation has also worked in providing online classes and lessons to children.

There are few examples where government and University has decided to make higher education more accessible to Sri Lankan refugees. Tamil Nadu Government in 2010 issued an order allowing refugee students to take part in single window counselling for engineering admission in Tamil Nadu based on merit along with other students.²⁴⁵ Another example is Madras University also around that period decided to provide free distant higher education to refugee students, University has made courses free and accessible to refugee children.²⁴⁶ Madras University in their website provides that Sri Lankan and Tibetan students are eligible to pay tuition and other fees on par with Indian students.²⁴⁷

Although these efforts have been made there are no significant data showing the enrolment rate of refugee students to higher educations. In reality lot of students are not able to seek these resources, due to responsibilities at home and the lack of support received during their school education to score high marks. Higher education still remains an issue for Sri Lankan refugees.

²⁴⁴ 'Education and Empowerment: The journey of Sri Lankan Refugees' (*Human Rights Defence International*) <https://www.hrdi.in/education-and-empowerment-the-journey-of-sri-lankan-refugees/> accessed 13 March 2024

²⁴⁵ D Suresh Kumar, 'Higher education remains a struggle for refugees' (*The New Indian Express*, 22 June 2014) <https://www.newindianexpress.com/states/tamil-nadu/2014/Jun/22/higher-education-remains-a-struggle-for-refugees-627268.html> accessed 20 March 2024

²⁴⁶ 'Free higher education for children of Lankan Refugees: madras university VC' (*The Times of India*, 22 November 2009) <https://timesofindia.indiatimes.com/city/chennai/free-higher-education-for-children-of-lankan-refugees-madras-univ-vc/articleshow/5256160.cms> 20 March 2024

²⁴⁷ 'Student Support Services' (*University of Madras*) <https://www.unom.ac.in/index.php?route=admission/studentsupportive#:~:text=Madras%20University%20Free%20Education%20Scheme%3A&text=Sri%20Lankan%20Tamil%20students%20and,for%20all%20the%20PG%2FM>.

Many students after competing plus two opt for daily wage jobs. It comes from an inherent feeling that they will not get a government job or a job with better salary because of their legal status

5.6 Conclusion

Developing nations and countries classified as third world have historically exhibited greater tolerance and receptiveness towards refugee populations. Despite not having ratified the Refugee Convention or enacting any dedicated national legislation for refugees, Asian nations such as Bangladesh continue to accommodate a considerable population of refugees. When considering the issue of insufficient resources and inadequate government action, as well as identifying effective practises within a given system, it is crucial to acknowledge the limitations of available resources in light of a large population. Given the limited resources and increasing population, it is essential to provide international aid and intervention to safeguard the core freedoms of refugees. The success of voluntary repatriation initiatives is contingent upon both international support and a peaceful atmosphere in both the country of origin and the host nation.

International organisations, including UNHCR, offer assistance and aid to refugee areas. Both the host countries and the refugee communities require assistance. International funding is very much important for the well-being of refugees. According to UNESCO research, there is a significant financing deficit for refugee education, with just 63% of demands satisfied. (UNESCO, 2020)²⁴⁸. In addition to monetary aid, there is a need for assistance in strategizing, implementing novel programmes, and other forms of support.

Due to the persistent absence of formal educational opportunities, informal educational arrangements are widespread in countries that host refugees. Although these opportunities are beneficial for students, it is essential that access to formal education be progressively expanded. It is crucial for students who reside in the host country for extended durations to achieve integration with the local community. In the context of formal education within a given country, instruction is typically delivered in the official language(s) of the host nation. The primary language of refugee communities is typically employed in informal educational

²⁴⁸ “Inclusion and Education” (*Inclusion and education / Global Education Monitoring Report*, January 1, 2020) <<https://en.unesco.org/gem-report/report/2020/inclusion>>

facilities or initiatives aimed at educating refugees.

Acquiring proficiency in the language of the host nation is not perceived as an act of imposition, but rather as a prospect and gateway to an improved quality of life within that particular country. There exists a correlation between language policies and the policies pertaining to the repatriation and extended residency of refugees. The introduction of the Myanmar curriculum in Bangladesh is primarily aimed at facilitating repatriation, as is evident in the context. It is imperative to establish national and international collaboration to guarantee secure and voluntary repatriation when such proposals are presented. In Kenya, formal education is imparted in Kenyan language. Several countries, including Kenya, have adopted a policy of providing primary education in the mother tongue of students. However, the implementation of this approach may encounter practical challenges due to the diverse population. Temporary education centres in Turkey utilise Arabic as the medium of instruction for Syrian refugees, resulting in a significant number of refugee students opting for these centres over national schools. The Ministry of National Education of Turkey offers Turkish language courses to refugees as a means of promoting their integration into the host country.

Community-based initiatives are frequently observed within refugee camps, providing educational opportunities of varying kinds. It is relevant to observe the endeavours of these communal initiatives and their achievements. One potential approach to addressing the educational needs of children in refugee camps is to analyse prevalent patterns and draw insights from effective strategies implemented in various camps. Refugee-led schools and training programmes are established by communities in recognition of the dearth of opportunities available. It is of the utmost importance to acknowledge the commendable community endeavours, perseverance, and resourcefulness demonstrated by diverse refugee communities. However, it is essential to prevent the refugees themselves from bearing the responsibility of education. The necessity of national and international cooperation and assistance is apparent. It is valuable that national policies adopt a humanitarian perspective and refrain from impeding any child's access to education. It is key to comprehend the structural constraints and secure global backing for the welfare of the refugee populace.

The technological approach is a crucial aspect of education. In order to enhance technical education, it is important to consistently strive towards it by offering training and access. Given the substantial funding required, international funding and initiatives should be embraced, in addition to enhancing structural facilities at national level. For a developing country like Kenya

examples like Instant Network School, education through radio, and refugee-initiated schools etc shows that even small initiatives could have an impact on children's future and could set a good base for education. These experiments and practices show the possibilities that can be created in the future. The practices and systems in India show the struggles of refugee students in various parts of India. They are differences in terms of registration, documents, language and also to an extent the opportunities available. By integrating with existing measures of UNHCR and other organisations, India may work more towards integrating refugee students through education.

CHAPTER 6

6.1 Analysis of Primary Data

6.1.1 Report on Students

Table 1

Table 0-I Frequency Distribution and Percentage of Socio-Demographic Variables

Socio-Demographic Variables		Frequency	%
Country of Origin/Origin of Grandparents or Parents	Afghanistan	99	19.04
	Bangladesh	92	17.69
	Myanmar	94	18.08
	Somalia	77	14.81
	Sri Lanka	58	11.15
	Tibet	100	19.23
Place of Birth	Afghanistan	98	18.85
	Bangladesh	12	2.31
	India	245	47.12
	Myanmar	58	11.15
	Nepal	10	1.92
	Saudi Arabia	24	4.62
	Somalia	40	7.69
	Sri Lanka	1	0.19
	Tibet	21	4.04
Religion	Hindu	38	7.31
	Christian	15	2.88
	Muslim	270	51.92
	Buddhist	190	36.54
Gender	Male	233	44.81
	Female	287	55.19
Age	Less than 12 years	71	13.65
	12 to 18 years	296	56.92
	18 to 40 years	149	28.65

Place of Stay in India	Arunachal Pradesh	83	15.96
	Guwahati, Assam	1	0.19
	Himachal Pradesh	46	8.85
	Karnataka	5	0.96
	New Delhi	277	53.27
	Sikkim	2	0.38
	Tamil Nadu	55	10.58
	West Bengal	44	8.46

Table 1 reveals the data related to various socio-demographic variables of the study, based on the frequency and percentage values the country of origin or the origin of grandparents or parents indicate a diverse mix of respondents. Further, the largest group consists of individuals with Tibet origins, comprising 100 respondents, which accounts for 19.23 per cent, following closely behind are respondents from Afghan, with 99 individuals representing 19.04 per cent of the total. Similarly, Myanmar and Bangladesh are also significant contributors, with 18.08 and 17.69 per cent of respondents, respectively. Moving on to the place of birth, the data reveals that the majority of the respondents were from India accounting for 47.12 per cent of the respondents with a total of 245 individuals which clearly indicates that they are the second generation refugees, however, with regard to the refugees born out of India, Afghanistan emerges as the largest group again, with 98 respondents (18.85%) being born there, Myanmar follows with 11.15 per cent of respondents, while Nepal, Saudi Arabia, Somalia, and Tibet each contribute a smaller number. Further, examining religious affiliations among the respondents, the data indicates that the majority of respondents identify as Muslims, comprising 51.92 per cent of the total with 270 individuals. Buddhists represent the second-largest religious group, accounting for 36.54 per cent with 190 respondents. Hindus and Christians constitute smaller proportions (7.31% and 2.88%).

Furthermore, regarding the gender distribution, the data showcases a relatively balanced representation. Male respondents comprise 44.81 per cent of the total, with 233 individuals, while females make up the remaining 55.19 per cent, representing 287 respondents. Lastly, through the data about the age distribution of the respondents found that the largest age group identified is between 12 and 18 years, with 56.92 per cent and respondents aged between 18 and 40 years represent 28.65 per cent of the total, comprising 149 individuals. It is to be noted

that the respondents below the age of 12 years constitute 13.65 per cent. Additionally, the data provides insights into the places of stay in India for the respondents. The results highlight a diverse range of locations; however, New Delhi emerges as the most popular place of stay, with 53.27 per cent of respondents (277 individuals) residing there. Other notable locations include Arunachal Pradesh, Himachal Pradesh, Tamil Nadu, and West Bengal, each contributing a significant number of respondents, since those states are geographically near to the refugee's origin country.

Table 2

Table 0-II Frequency Distribution and Percentage of Refugee's Arrival in India (Q.8)

Question		Frequency	%
Year of Entry to India	1964	14	2.69
	1990	51	9.81
	1997	1	0.19
	2001-2005	16	3.08
	2006-2010	36	6.92
	2011-2015	89	17.12
	2016-2020	128	24.62
	2021-2022	16	3.08
With whom they entered in India?	Born in India	181	34.81
	Entered India alone with refugee groups	30	5.77
	Entered India with my Parents/Family	281	54.04

The data results provided in Table 2 represents the frequency distribution and percentage of refugee arrivals in India, specifically focusing on the year of entry and the accompanying individuals based on these two aspects i.e., year of Entry to India and with whom they entered in India.

The data reveals the distribution of refugee arrivals in India across different time periods, and notably, there is a diverse range of entry years represented in the dataset. The highest frequency is observed in the category of arrivals between 2016 and 2020, constituting 128 individuals or 24.62 per cent suggests that there was a significant influx of refugees during this five-year

period. The second highest frequency is seen in the category of arrivals between 2011 and 2015, accounting for 89 individuals or 17.12 per cent. These two time periods alone represent a substantial portion of the refugee population in the dataset. The data also provides insights into the accompanying individuals when refugees entered India. The majority of refugees, comprising 281 individuals or 54.04%, entered the country with their parents or family members indicates a strong family-oriented migration pattern where refugees sought safety and resettlement in India alongside their immediate families. On the other hand, a smaller proportion, consisting of 30 individuals which is 5.77 per cent, entered alone with refugee groups. These individuals may have formed or joined groups of refugees for support and protection during their journey and upon arrival. Another major category represented in the data is individuals who were born in India, accounting for 181 individuals which is 34.81 per cent clearly indicates again that a significant portion of the refugee population have been born to refugee parents who previously arrived in India.

Table 2a

Table 0-III 2a Chi-Square Test for Socio-Demographic Factors and Arrival to India among Refugees in India

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
8	Country of Origin / Origin of Parents/Grandparents	1500	2319.214	.00	.944
	Place of Birth	3000	4612.923	.00	.942
	Religion	1500	1987.306	.00	.874
	Gender	600	382.128	1.00	.606
	Age	1200	1272.977	.07	.782
	Place of Stay in India	3900	3083.830	1.00	.675

Table 2a presents the results of the chi-square test conducted to examine the relationship between socio-demographic factors and the arrival of refugees in India. The data includes various socio-demographic variables, degrees of freedom (df), chi-square (χ^2) values, significance levels (Sig.), and Cramer's V coefficients. The analysis reveals highly significant relationships between the country of origin/origin of parents/grandparents, place of birth, religion, and the arrival of refugees in India. The chi-square test for the country of origin/origin

of parent's/grandparent's variable generated a χ^2 value of 2319.214 with a p-value of .00, indicating an extremely strong association. The Cramer's V coefficient of .944 suggests a substantial effect size, implying that the country of origin has a significant impact on the arrival of refugees in India. Similarly, the place of birth variable also showed a highly significant relationship with the arrival of refugees since the chi-square test resulted in its value of 4612.923 with a p-value of .00. The Cramer's V coefficient of .942 is also indicates a strong effect size, suggesting that the place of birth is closely linked to the arrival of refugees in India. The religion variable exhibited a significant relationship as well since its chi-square test also generated a χ^2 value of 1987.306 with a p-value of .00, indicating a highly significant association and the Cramer's V coefficient of .874 suggests a substantial effect size, implying that religion plays a significant role in the arrival of refugees in India. On the other hand, the gender variable did not show a significant relationship with the arrival of refugees. The chi-square test resulted in a χ^2 value of 382.128 with a p-value of 1.00, indicating no significant association. Regarding age, the chi-square test indicated a marginally significant relationship and the χ^2 value was 1272.977 with a p-value of .07, suggesting there is an association but weak. The Cramer's V coefficient of .782 indicates a moderate effect size, implying that age may have some influence on the arrival of refugees in India, although it is not as strong as other variables.

Finally, the place of stay in India variable did not show a significant relationship with the arrival of refugees. The chi-square test yielded a χ^2 value of 3083.830 with a p-value of 1.00, indicating no significant association since the respondents are from second generation refugees. The Cramer's V coefficient of .675 suggests a moderate effect size, implying that the place of stay in India has a limited impact on the arrival of refugees.

Table 3

Table 0-IV Frequency Distribution and Percentage of Refugee's Status in India (Q. 9 - 11)

Questions	Refugee Status in India	Frequency	%
9	Yes, I have registered myself as a refugee with UNHCR, New Delhi. I have received refugee certificate.	294	56.54
	No, I haven't registered myself under the UNHCR, New Delhi nor received any kind of documents.	179	34.42

	Not aware.	5	0.96
10	Having Registration Certificate through Grand Parents.	75	14.42
	Yes, we have long time stay visa and we are registered with FRRO.	37	7.12
	Yes, registered as a refugee and having Aadhar Card.	173	33.27
	No, I did not register anywhere.	130	25.00
	No, only photo card issued by the Camp Tahsildar.	54	10.38
	No. I have completed biometric.	17	3.27
	Not Registered.	33	6.35
11	Got Land but house yet to be constructed.	5	0.96
	I have RC and Green Book, having place to stay.	37	7.12
	Staying in the Refugee Camp established by the Government.	62	11.92
	Yes, Receiving various support from the Government.	14	2.69
	No, I did not receive any support.	397	76.35

Question 9 of the research tool the data from the refugee students focuses on whether the respondents have registered themselves as refugees with UNHCR, New Delhi, and if they have received any formal recognition as registered refugees. The data analysis revealed that out of the total respondents, 294 individuals (56.54%) have registered themselves as refugees with UNHCR, New Delhi, and have received refugee certificates. On the other hand, 179 individuals (34.42%) have not registered themselves with UNHCR, nor have they received any kind of documents indicating their refugee status. There are also 5 respondents (0.96%) who are not aware of the registration process or the existence of UNHCR, New Delhi.

Question 10 of the research tool to collect the data from the refugee students explores whether the respondents have registered themselves as refugees with any agencies of the Government of India and if they have received any relevant certificates or documents. The data reveals that 75 individuals (14.42%) have obtained registration certificates through their grandparents. Additionally, 37 individuals (7.12%) have long-term stay visas and are registered with FRRO (Foreigners Regional Registration Office). Another group of 173 individuals (33.27%) have registered as refugees and possess an Aadhar Card. However, 130 individuals (25.00%) have not registered anywhere, and interestingly, 54 individuals (10.38%) have only been issued a photo card by the Refugee Camp Tahsildar. Additionally, 17 individuals (3.27%) have

completed biometric procedures but have not been registered, and 33 individuals (6.35%) are not registered.

Question 11 investigates whether the respondents or their families have received support from any government or non-government agencies to build their dwellings and if they were forced to move from one place to another. The data shows that 5 individuals (0.96%) have received land but have yet to construct their houses. Furthermore, 37 individuals (7.12%) possess an RC (Registration Certificate) and a Green Book, indicating that they have a place to stay. Additionally, 62 individuals (11.92%) are residing in refugee camps established by the government. It is to be noted here that only 14 individuals (2.69%) reported that they are receiving various forms of support from the government, while a majority of (397) individuals (76.35%) state that they have not received any support.

Table 3a

Table 0-V Chi-Square Test for Socio-Demographic Factors and Refugee's Status in India (Q. 9 - 11)

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
9	Country of Origin / Origin of Parents/Grandparents	55	670.858	.00	.508
	Place of Birth	110	643.778	.00	.352
	Religion	55	518.585	.00	.447
	Gender	22	23.895	.35	.152
	Age	44	130.347	.00	.250
	Place of Stay in India	143	890.590	.00	.395
10	Country of Origin / Origin of Parents/Grandparents	50	1117.833	.00	.656
	Place of Birth	100	727.565	.00	.374
	Religion	50	582.385	.00	.473
	Gender	20	30.684	.06	.172
	Age	40	107.205	.00	.227
	Place of Stay in India	130	738.564	.00	.377
11	Country of Origin / Origin	15	561.733	.00	.600

of Parents/Grandparents				
Place of Birth	30	184.054	.00	.343
Religion	15	565.846	.00	.602
Gender	6	3.502	.74	.058
Age	12	27.587	.01	.133
Place of Stay in India	39	612.904	.00	.627

Table 3a presents the results of the Chi-Square tests conducted to examine the relationship between socio-demographic factors and the refugee status of individuals in India for Questions 9 to 11. For Question 9, which explores the relationship between socio-demographic variables and registration with UNHCR, New Delhi, the analysis reveals significant associations. The variables of country of origin/origin of parents/grandparents, place of birth, and religion all show strong associations with refugee status, as indicated by the high chi-square values and low p-values. This suggests that these socio-demographic factors are closely related to the registration of individuals as refugees with UNHCR, New Delhi. Similarly, for Question 10, examining registration with agencies of the Government of India, the results demonstrate significant associations between socio-demographic variables and refugee status. The variables of country of origin/origin of parents/grandparents, place of birth, religion, and age exhibit strong associations with refugee registration. These findings indicate that these socio-demographic factors are influential in determining an individual's registration status with government agencies as a refugee. Further, regarding Question 11, investigating the receipt of support and forced displacement, the analysis shows significant associations between socio-demographic variables and the reported experiences. The variables of country of origin/origin of parents/grandparents, place of birth, religion, and place of stay in India demonstrate strong associations with the receipt of support and forced displacement. These results suggest that these socio-demographic factors play a crucial role in the provision of support and the occurrence of forced displacement among individuals.

In summary, the Chi-Square tests and Cramer's V indicates that socio-demographic factors such as country of origin, place of birth, religion, and age are significantly associated with refugee status and the related aspects of registration and support receipt. These findings emphasize the importance of considering these socio-demographic factors when studying and addressing refugee-related issues in India.

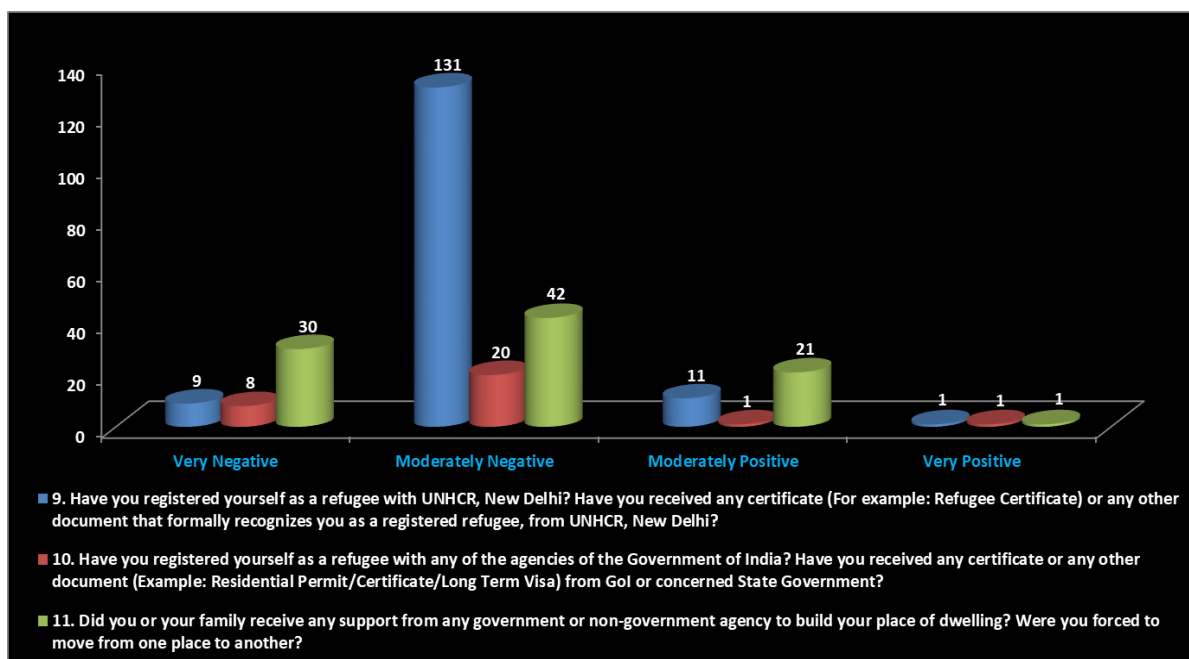


Figure 1 Frequency distribution of Sentiment Analysis indicating the Refugee Status in India (Q. 9 - 11)

The data analysis through NVivo using sentiment analysis is beneficial to gain insights into the emotions and attitudes expressed by respondents in their responses. By categorizing the sentiments as very negative, moderately negative, moderately positive, or very positive, the researcher understood the overall sentiment distribution and identified patterns and trends based on the subjective experiences and perceptions of the respondents. Further, sentiment analysis enables researcher to quantitatively analyse a large volume of qualitative data, which would be otherwise time-consuming and challenging to analyse manually. It provides a systematic and efficient way to process and summarize the sentiments expressed in the responses. However, it is important to note that not all responses were included in the sentiment analysis due to various reasons such as incomplete or unclear responses, technical limitations, or specific criteria set for the analysis.

The sentiment analysis results found through NVivo for questions 9, 10, and 11 provide valuable insights into the sentiments expressed by the respondents regarding their experiences with registration as refugees, receiving certificates or documents, and receiving support for building their place of dwelling. For question 9 regarding registration as refugee with UNHCR, the sentiment analysis reveals that the majority of responses (131) were categorized as moderately negative, indicating that individuals expressed concerns or dissatisfaction regarding the registration process with UNHCR, New Delhi. Additionally, there were 11

responses categorized as moderately positive, suggesting that some respondents had a more positive experience with the registration and receipt of certificates. Only 1 response was categorized as very negative.

In question 10 regarding registration as refugee with Government of India, the sentiment analysis shows that most responses (20) were classified as moderately negative, indicating some dissatisfaction or concerns regarding registration as a refugee with the government agencies of India and the issuance of certificates or documents. There was also 1 response each classified as moderately positive and very positive, suggesting that a few individuals had a relatively positive experience.

Regarding question 11 on receiving any support from any government or non-government agency to build their place of dwelling, sentiment analysis reveals that there were 30 responses categorized as moderately negative, indicating concerns or dissatisfaction regarding receiving support for building their place of dwelling and being forced to move. However, there were also 42 responses categorized as moderately positive, suggesting that a significant number of respondents received some form of support. Furthermore, 21 responses were categorized as very positive, indicating a high level of satisfaction with the assistance received.

From these sentiment analysis results, it can be inferred that there is a mix of negative and positive sentiments among the refugee population regarding registration processes, issuance of certificates, and support for building their dwellings. While some individuals expressed concerns or dissatisfaction, there were also instances of more positive experiences.

Table 4

Table 0-V Table 4 Frequency Distribution and Percentage of Education of Refugee's in India (Q. 12)

Question	Education Status of Refugee's in India	Frequency	%
12	Before coming to India, I studied Primary School (1-5) in my home Country	111	21.3
	Before coming to India, I studied Secondary School	53	10.2

(6-10) in my home Country		
Before coming to India, I studied Higher Secondary School (11-12) in my home Country	8	1.5
No, I didn't study in my country.	196	37.7
No, I was born in India	152	29.2

The data in Table 4 presents the frequency distribution and percentage of the education status of refugees in India, as reported in response to Question 12 Before coming to India, they studied in school/ college in their home country or any other country where they may also be a refugee. It was found that among the respondents, 21.3 per cent mentioned that before coming to India, they had completed primary school education (Grades 1-5) in their home country. This indicates that a significant portion of the refugee population had a basic level of education before their arrival in India. Additionally, 10.2 per cent of the respondents reported studying in secondary school (Grades 6-10) in their home country prior to coming to India. Further, the majority of respondents in the education status of refugees in India (Q. 12) indicated that they hadn't studied in their home country (37.7%) and that they were born in India (29.2%). These two results can be merged to suggest that a significant proportion of refugees of the present research were born in India and, therefore, did not have the opportunity to study in their home country. The combination of these responses implies that their educational experiences primarily took place within India, indicating the need to focus on educational support and integration programs tailored to the specific needs of refugees who were born in India.

Table 4a

Table 0-VI Table 4a - Chi-Square Test for Socio-Demographic Factors and Education among Refugee's in India (Q. 12)

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
12	Country of Origin / Origin of Parents/Grandparents	30	554.076	.00	.462
	Place of Birth	60	518.359	.00	.408

Religion	30	339.615	.00	.361
Gender	12	17.679	.13	.130
Age	24	71.781	.00	.186
Place of Stay in India	78	521.921	.00	.409

The chi-square test results for the education status of refugees in India (Q. 12) indicate significant associations between socio-demographic factors and education. For the variable "Country of Origin/Origin of Parents/Grandparents," there is a significant association ($\chi^2 = 554.076$, $p < 0.001$) with education. This suggests that the country of origin or the origin of parents/grandparents has an impact on the education status of refugees in India. Similarly, for the variables "Place of Birth" and "Religion," there are significant associations ($\chi^2 = 518.359$, $p < 0.001$; $\chi^2 = 339.615$, $p < 0.001$) with education. These findings indicate that the place of birth and religion also play a role in determining the education status of refugees in India. However, for the variables "Gender," "Age," and "Place of Stay in India," the associations with education are not statistically significant ($p > 0.05$). This suggests that gender, age, and the place of stay in India may not have a significant impact on the education status of refugees in this study.

Table 5

Table 0-VII Table 5 Frequency Distribution and Percentage of Education of Refugee's in India (Q. 13)

Question	Education Status of Refugee's in India	Frequency	%
13	Currently I am studying at class 1st (primary) NIOS Board/Public Institution.	7	1.3
	Currently I am studying at class 2nd (primary) NIOS Board/Public Institution.	6	1.2
	Currently I am studying at class 3rd (primary) NIOS Board/Public Institution.	12	2.3
	Currently I am studying at class 4th (primary) NIOS Board/Public Institution.	11	2.1
	Currently I am studying at class 5th (primary) NIOS Board/Public Institution.	13	2.5

Currently I am studying at class 6th (secondary) NIOS Board/Public Institution.	26	5.0
Currently I am studying at class 7th (secondary) NIOS Board/Public Institution.	24	4.6
Currently I am studying at class 8th (secondary) NIOS Board/Public Institution.	40	7.7
Currently I am studying at class 9th (secondary) NIOS Board/Public Institution.	42	8.1
Currently I am studying at class 10th (secondary) NIOS Board/Public Institution.	85	16.3
Currently I am studying at class 11th (senior secondary) NIOS Board/Public Institution.	44	8.5
Currently I am studying at class 12th (senior secondary) NIOS Board/Public Institution.	90	17.3
Pursuing Undergraduate Course in Public Institutions	84	16.2
I am studying in an NGO running school.	34	6.5
No, I am not studying at anywhere / Dropped out	2	.4

From the above table 5 the frequency distribution and percentage of education status among refugees in India (Q. 13) can be understood along with the valuable insights into their current educational pursuits. The data indicates that a significant portion of refugees are currently enrolled in primary and secondary education through the NIOS Board or public institutions. Among those currently studying, the highest number of respondents are 12th grade (Senior/Higher Secondary) with 90 individuals, representing 17.3 per cent of the sample. This is followed closely by class 10th (Secondary/High School) with 85 individuals, accounting for 16.3 per cent of the sample. It is encouraging to see a substantial proportion of refugees actively pursuing education at these levels, as it reflects their commitment to learning and personal development. Furthermore, 84 individuals (16.2%) are pursuing undergraduate courses in public institutions, indicating a segment of refugees who have progressed to higher education. Additionally, 34 respondents (6.5%) report studying in NGO-run schools, highlighting the role of non-governmental organizations in providing educational opportunities to refugees. However, it is important to acknowledge that a small percentage of individuals (0.4%) have discontinued their studies or are currently not enrolled in any educational institution.

Table 5a

Table 0-VIII Table 5a Chi-Square Test for Socio-Demographic Factors and Education of Refugee's in India (Q. 13)

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
13	Country of Origin / Origin of Parents/Grandparents	70	424.185	.00	.404
	Place of Birth	140	469.856	.00	.301
	Religion	70	181.199	.00	.264
	Gender	28	31.146	.31	.173
	Age	56	471.201	.00	.476
	Place of Stay in India	182	279.059	.00	.203

The above table 5a describes the results of Chi-Square test for socio-demographic factors and education of refugees in India (Q. 13) which provides insights into the relationship between these variables. The results of the test reveal statistically significant associations between socio-demographic variables and education status. The variables "Country of Origin/Origin of Parents/Grandparents," "Place of Birth," "Religion," "Age," and "Place of Stay in India" all show significant chi-square values (χ^2) and low p-values (Sig.), indicating a strong relationship with education status among refugees. Specifically, the variable "Country of Origin/Origin of Parents/Grandparents" shows a significant chi-square value of 424.185, suggesting that the country of origin plays a substantial role in determining the education status of refugees. This finding highlights the influence of cultural, social, and educational systems in the home country on the educational background and aspirations of refugees. Similarly, variables such as "Place of Birth," "Religion," "Age," and "Place of Stay in India" also exhibit significant associations with education status, as indicated by their respective chi-square values. These variables likely contribute to the different educational opportunities, resources, and support available to refugees based on their birthplace, religious background, age group, and place of residence in India.

Lastly, it is important to note that the Cramer's V values for these variables, including "Country of Origin/Origin of Parents/Grandparents," range from 0.264 to 0.476 indicates a moderate-to-

strong effect size, suggesting a meaningful association between socio-demographic factors and education status among refugees in India.

Table 6

Table 0-IX Table 6 Frequency Distribution and Percentage of Education of Refugee's in India (Q. 14)

Question	Education Status of Refugee's in India	Frequency	%
14	At the age of 3 I enrolled in school in India through Public Institution.	2	.4
	At the age of 4 I enrolled in school in India through Public Institution.	29	5.6
	At the age of 4-6 I enrolled in school in India through Private Institution.	37	7.1
	At the age of 5 I enrolled in school in India through Public Institution.	90	17.3
	At the age of 6 I enrolled in school in India through Public Institution.	80	15.4
	At the age of 7 I enrolled in school in India through Public Institution.	21	4.0
	At the age of 8 I enrolled in school in India through Public Institution.	81	15.6
	At the age of 9 I enrolled in school in India through Public Institution.	8	1.5
	At the age of 10 I enrolled in school in India through Public Institution.	18	3.5
	At the age of 11 I enrolled in school in India through Public Institution.	21	4.0
	At the age of 12 I enrolled in school in India through Public Institution.	26	5.0
	At the age of 13 I enrolled in school in India through Public Institution.	8	1.5
	At the age of 14 I enrolled in school in India	11	2.1

through Public Institution.		
At the age of 15 I enrolled in school in India through Public Institution.	15	2.9
At the age of 16 I enrolled in school in India through Public Institution.	21	4.0
At the age of 17 I enrolled in school in India through Public Institution.	2	.4
At the age of 18 I enrolled in school in India through Public Institution.	5	1.0
At the age of 19 I enrolled in school in India through Public Institution.	8	1.5
After the age of 20 I got enrolled in the school in India through Public Institution.	9	1.7
I got enrolled when I was 21 years old.	1	.2
I got enrolled at the age of six into a school in India which was a government school.	1	.2
I got enrolled in the school in India, when I was of the age thirteen years old. It was Government school.	1	.2
I got enrolled last year when Bosco opened again after pandemic.	1	.2
This year I enrolled NIOS.	6	1.2
I don't remember, but it's a government-sponsored school.	16	3.1
No Response	2	.4

Table 6, explains the different patterns and trends in the education enrolment of refugees in India at various age points. Firstly, a significant number of refugees (17.3%) enrolled in school in India at the age of 5, through public institutions. This indicates that early education opportunities are provided to many refugees, allowing them to begin their schooling journey at a young age. Similarly, a considerable proportion of refugees (15.4%) enrolled at the age of 6, followed by 15.6 per cent at the age of 8, indicating a consistent enrolment pattern during early childhood.

Table 6a

Table 0-X Table 6a Chi-Square Test for Socio-Demographic Factors and Education of Refugee's in India (Q. 14)

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
14	Country of Origin / Origin of Parents/Grandparents	125	477.529	.00	.429
	Place of Birth	250	579.773	.00	.334
	Religion	125	301.291	.00	.340
	Gender	50	42.844	.75	.203
	Age	100	236.701	.00	.337
	Place of Stay in India	325	435.718	.00	.254

The results from Table 6a indicate the findings of a chi-square test examining the relationship between socio-demographic factors and the education of refugees in India (Q. 14). The analysis reveals several significant associations between socio-demographic variables and education among refugees. The country of origin/origin of parents/grandparents ($\chi^2 = 477.529$, $p < .001$, Cramer's $V = .429$), place of birth ($\chi^2 = 579.773$, $p < .001$, Cramer's $V = .334$), religion ($\chi^2 = 301.291$, $p < .001$, Cramer's $V = .340$), age ($\chi^2 = 236.701$, $p < .001$, Cramer's $V = .337$), and place of stay in India ($\chi^2 = 435.718$, $p < .001$, Cramer's $V = .254$) all show significant relationships with education.

Specifically, refugees' country of origin or the origin of their parents/grandparents, place of birth, and religion are moderately associated with their education. This suggests that these factors may influence the educational opportunities and experiences of refugees in India. However, gender ($\chi^2 = 42.844$, $p = .75$, Cramer's $V = .203$) does not show a significant relationship with education, indicating that gender does not play a role in determining educational outcomes among refugees in this context.

Table 7

Table 0-XI Table 7 Frequency Distribution and Percentage of Education of Refugee's in India

(Q. 15)

Question	Education Status of Refugee's in India	Frequency	%
15	Yes	106	20.4
	No	400	76.9
	I don't remember and parents/grandparents never told me too.	14	2.7

Table 7a

Table 0-XII Table 7a Chi-Square Test for Socio-Demographic Factors and Education of Refugee's in India (Q. 15)

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
15	Country of Origin / Origin of Parents/Grandparents	10	126.975	.00	.349
	Place of Birth	20	112.793	.00	.329
	Religion	10	85.738	.00	.287
	Gender	4	3.443	.49	.058
	Age	8	37.490	.00	.190
	Place of Stay in India	26	104.375	.00	.317

The results from above Table 7 provide insights into the challenges faced by parents of refugees during the admission process and the documents produced during that time. Regarding the question 15 of research tool i.e., whether parents faced any problems during the admission due to their refugee status, the study found that 106 respondents (20.4%) answered "Yes," indicating that some parents encountered difficulties. On the other hand, the majority of respondents, 400 (76.9%), answered "No," suggesting that most parents did not face any problems during their children's admission. Additionally, 14 respondents (2.7%) mentioned that they don't remember or were never informed by their parents or grandparents about any problems.

The chi-square test in Table 7a explores the relationship between socio-demographic factors and the responses to Question 15. The analysis reveals significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 126.975$, $p < .001$, Cramer's $V = .349$), place of birth ($\chi^2 = 112.793$, $p < .001$, Cramer's $V = .329$), religion ($\chi^2 = 85.738$, $p < .001$, Cramer's $V = .287$), age ($\chi^2 = 37.490$, $p < .001$, Cramer's $V = .190$), and place of stay in India ($\chi^2 = 104.375$, $p < .001$, Cramer's $V = .317$) with the responses to Question 15. These results suggest that these socio-demographic factors may influence whether parents of refugee's face problems during the admission process. However, gender ($\chi^2 = 3.443$, $p = .49$, Cramer's $V = .058$) does not show a significant relationship with the responses like earlier results, indicating that gender is not strongly associated with the challenges faced by parents during admission.

Figure 2 *Frequency distribution of Sentiment Analysis indicating the Education of Refugee's in India (Q. 12 - 15)*

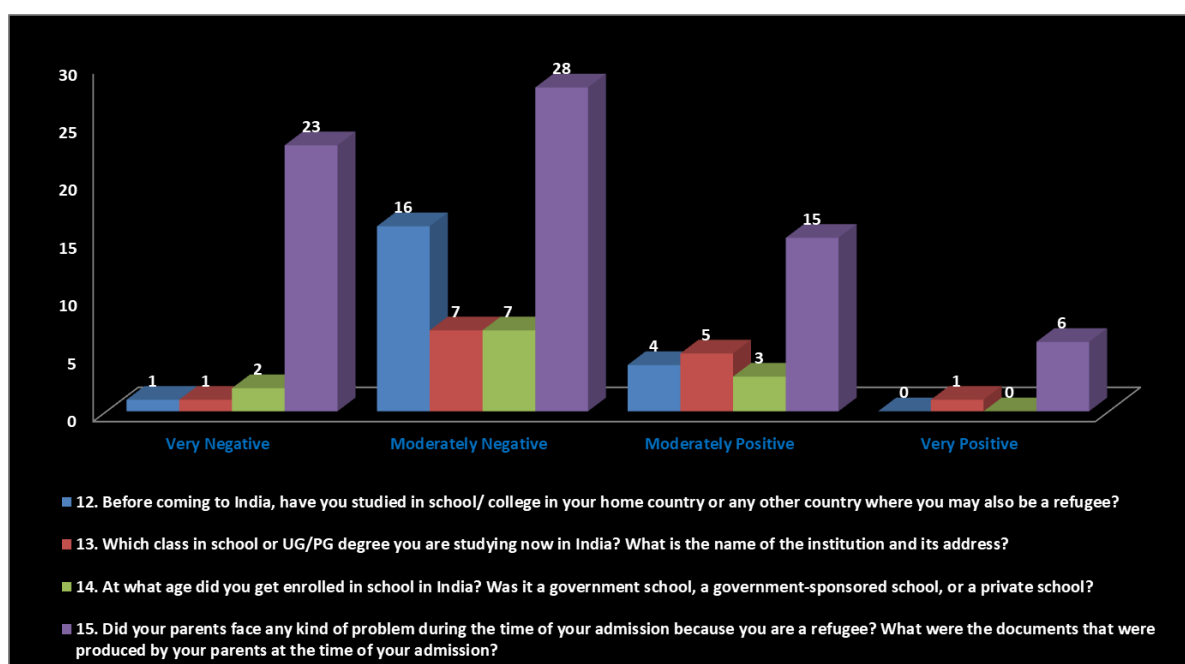


Figure 2 *Frequency distribution of Sentiment Analysis indicating the Education of Refugee's in India (Q. 12 - 15)*

The above Figure 2 provides the results of the Sentiment Analysis conducted using NVivo for the given questions indicate the distribution of sentiments expressed by the respondents. The results of the sentiment analysis for the question 12 which asks about prior educational experience before coming to India, the majority of responses were coded as moderately

negative (16) and moderately positive (4), with a small number of very negative (1) sentiments. Surprisingly, there were no responses categorized as very positive. This suggests that while some participants had mixed feelings about their previous educational experiences, there was a general absence of highly positive sentiments in this regard. Further, with regard to question 13, which focuses on the current level of education and institution details, the sentiments were more evenly distributed. Responses were coded as moderately negative (7), moderately positive (5), and very positive (1), with only one response categorized as very negative. This indicates a relatively balanced sentiment distribution, suggesting a mixed range of experiences and perceptions regarding the current education system and institutions in India.

Regarding the age of enrolment and type of school attended in India which is Question 14, reveals a similar sentiment distribution. The sentiments were primarily categorized as moderately negative (7) and moderately positive (3), with a slightly higher number of very negative sentiments (2) compared to the previous question. Notably, there were no responses categorized as very positive. These results imply that while some participants expressed concerns or dissatisfaction with their school enrolment experiences in India, there were also instances of more positive sentiments.

Finally, question 15, which explores potential difficulties faced by parents during admission and the documents required, elicited a range of sentiments. The sentiments were distributed across all categories, with a relatively higher number of very negative (23) and moderately negative (28) sentiments. However, there were also instances of moderately positive (15) and very positive (6) sentiments. These results suggest that a significant portion of participants reported challenges or problems encountered by their parents during the admission process due to their refugee status, while others shared more positive experiences.

Overall, the sentiment analysis highlights a mixed range of sentiments related to education among the participants. While there were instances of negative sentiments, particularly regarding admission difficulties and prior educational experiences, there were also positive sentiments expressed by some participants. These findings imply a varied educational landscape and highlight the importance of understanding the individual experiences and perspectives of refugees in the context of education.

Table 8

Table 0-XIII Table 8 Frequency Distribution and Percentage of Education of Refugee's in India (Q.16 – 20)

Questions	Education Status of Refugee's in India	Frequency	%
16	I don't remember.	1	.2
	No	453	87.1
	Yes, Stating I don't have all the require documents/lack of English language/above the required age	66	12.7
17	No	417	80.2
	Yes, discrimination was racist in nature	103	19.8
18	No	334	64.2
	Yes, they asked me about my country and what's happening there and how I came.	186	35.8
19	No, I didn't get any scholarship assistance	479	92.1
	Yes, I received scholarship assistance	39	7.5
	No Response	2	.4
20	Yes, everything including mid-day meal, books, uniform, shoes and bag	5	1.0
	Yes, Mid-day Meal and Books	255	49.0
	Yes, only Books	18	3.5
	Yes, only Books and Bags	6	1.2
	Yes, only books.	20	3.8
	Yes, only Mid-day Meal	17	3.3
	No, I have not received anything	195	37.5
	No Response	4	.8

The data analysis results for Questions 16 to 20 provide valuable insights into the experiences of refugee students in Indian schools. Regarding Question 16, where respondents were asked if any school denied admitting them due to their refugee status, 87.1% of respondents answered "No," indicating that most schools did not deny admission based on refugee status. However,

12.7% of respondents mentioned facing denial due to reasons such as lack of required documents, limited English language proficiency, or being above the required age. Moving to Question 17, which explores experiences of discrimination in school, 80.2% of respondents answered "No," indicating that the majority did not face any form of discrimination. However, 19.8% of respondents reported experiencing racist discrimination. This suggests that a significant portion of refugee students encountered discriminatory behaviour in schools. Further, Question 18 focuses on whether classmates or teachers inquired about the respondents' country of origin or forced migration. The results show that 35.8% of respondents confirmed facing such inquiries, indicating that a considerable number of students had their classmates and teacher's express curiosity about their background and migration journey.

In response to Question 19, which investigates scholarship opportunities, 92.1% of respondents stated that they did not receive any scholarship assistance. However, 7.5% of respondents reported receiving scholarship assistance, suggesting that a small but notable proportion of refugee students were granted scholarships. Lastly, Question 20 examines the provision of benefits in government schools. Only 1.0% of respondents mentioned receiving everything, including mid-day meals, books, uniforms, shoes, and bags. Meanwhile, varying percentages of respondents reported receiving specific benefits: mid-day meals and books (49.0%), only books (3.5%), only books and bags (1.2%), only books (3.8%), and only mid-day meals (3.3%). Significantly, the majority of respondents (37.5%) stated that they did not receive any of these benefits.

These findings shed light on the experiences of refugee students in Indian schools. While many schools did not deny admission, a significant proportion of students faced discrimination and inquiries about their background. Scholarship assistance was limited, and the provision of benefits in government schools varied. These results highlight the importance of fostering inclusive and supportive environments in schools, where refugee students can thrive without facing discrimination or barriers to access education-related opportunities.

Table 8a

Table 0-XIV Table 8a Chi-Square Test for Socio-Demographic Factors and Education of Refugee's in India (Q.16-18)

Questions	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
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16	Country of Origin / Origin of Parents/Grandparents	10	114.482	.00	.332
	Place of Birth	20	93.085	.00	.299
	Religion	10	50.938	.00	.221
	Gender	4	1.158	.89	.033
	Age	8	9.371	.31	.095
	Place of Stay in India	26	58.955	.00	.238
17	Country of Origin / Origin of Parents/Grandparents	5	118.309	.00	.477
	Place of Birth	10	111.015	.00	.462
	Religion	5	76.330	.00	.383
	Gender	2	1.157	.56	.047
	Age	4	14.205	.01	.165
	Place of Stay in India	13	76.702	.00	.384
18	Country of Origin / Origin of Parents/Grandparents	5	85.788	.00	.406
	Place of Birth	10	94.454	.00	.426
	Religion	5	59.886	.00	.339
	Gender	2	1.133	.57	.047
	Age	4	20.850	.00	.200
	Place of Stay in India	13	70.342	.00	.368

The chi-square test results (Table 8a) provide insights into the relationship between socio-demographic factors and the education of refugees in India for Questions 16 to 18. For Question 16, the socio-demographic variables (Country of Origin/Origin of Parents/Grandparents, Place of Birth, Religion, Gender, Age, Place of Stay in India) were all found to be significant predictors of the education status of refugees ($p < .05$). Similarly, for Question 17, all socio-demographic variables were significant predictors, with the highest effect size observed for Country of Origin/Origin of Parents/Grandparents (Cramer's $V = .477$). The same pattern was observed for Question 18, where all socio-demographic variables were significant predictors, with Country of Origin/Origin of Parents/Grandparents having the highest effect size (Cramer's $V = .406$). These findings suggest that socio-demographic factors play a crucial role in understanding the education status of refugees in India. The results emphasize the importance

of considering factors such as country of origin, place of birth, religion, gender, age, and place of stay in developing inclusive educational policies and support systems for refugee students.

Table 8b

Table 0-XV Table 8b Chi-Square Test for Socio-Demographic Factors and Education of Refugee's in India (Q.19 – 20)

Questions	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
19	Country of Origin / Origin of Parents/Grandparents	10	72.150	.00	.263
	Place of Birth	20	62.723	.00	.246
	Religion	10	15.614	.11	.123
	Gender	4	12.702	.01	.111
	Age	8	67.846	.00	.255
	Place of Stay in India	26	231.525	.00	.472
20	Country of Origin / Origin of Parents/Grandparents	35	300.042	.00	.340
	Place of Birth	70	359.349	.00	.314
	Religion	35	87.945	.00	.184
	Gender	14	23.817	.05	.151
	Age	28	33.937	.20	.128
	Place of Stay in India	91	95.737	.35	.162

The chi-square test results (Table 8b) shed light on the relationship between socio-demographic factors and the education of refugees in India for Questions 19 and 20. For Question 19, the socio-demographic variables (Country of Origin/Origin of Parents/Grandparents, Place of Birth, Religion, Gender, Age, Place of Stay in India) were found to have varying degrees of significance in predicting the education status of refugees ($p < .05$). The highest effect size was observed for Place of Stay in India (Cramer's $V = .472$), indicating its strong association with educational outcomes. Similarly, for Question 20, all socio-demographic variables were significant predictors, with the highest effect size observed for Country of Origin/Origin of Parents/Grandparents (Cramer's $V = .340$). These findings suggest that socio-demographic

factors play a significant role in shaping the educational experiences of refugee students in India.

Figure 3 *Frequency distribution of Sentiment Analysis indicating the Education of Refugee's in India (Q.16 - 20)*

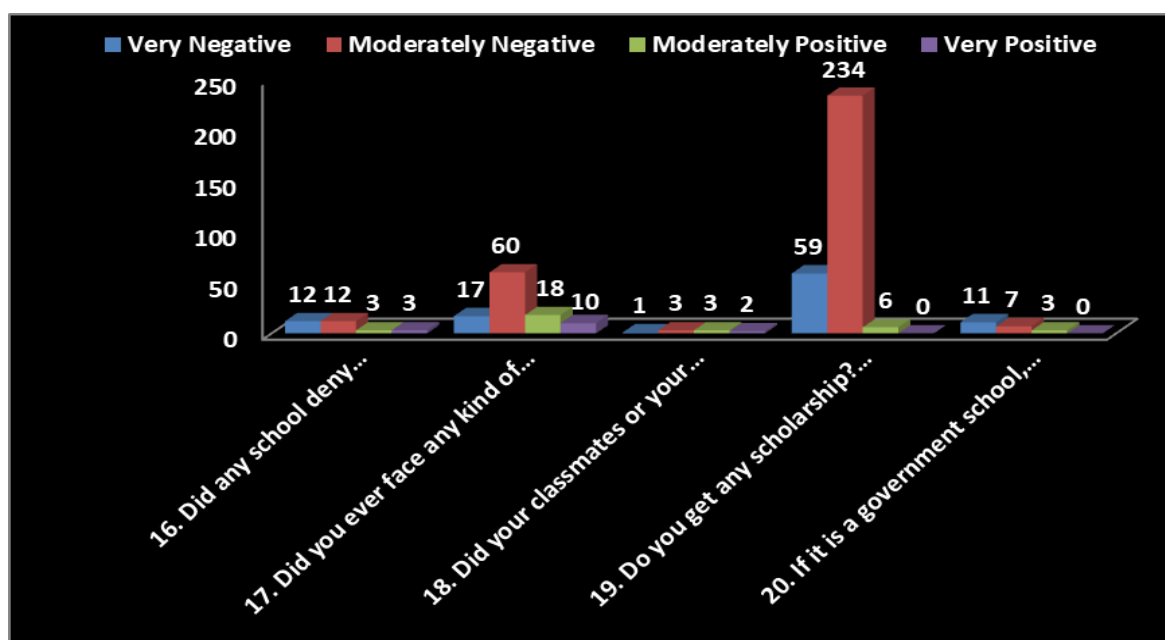


Figure 3 Frequency distribution of Sentiment Analysis indicating the Education of Refugee's in India (Q.16 - 20)

The above Figure 3 explains the sentiment analysis results for questions related to experiences of discrimination and access to resources in schools provide valuable insights. Question 16, which asks about school admissions, shows that a significant number of participants encountered negative experiences. Responses were coded as very negative (12) and moderately negative (12), indicating instances where schools denied admission to participants due to their refugee status. However, there were also a few moderately positive (3) and very positive (3) sentiments shared, suggesting that some participants did not face such rejections. Further, with regard to question 17, which explores instances of discrimination within schools, the sentiment distribution reveals a concerning trend. The majority of responses were coded as moderately negative (60), indicating that a significant number of participants faced discrimination. Additionally, there were instances of very negative (17) and moderately positive (18) sentiments, suggesting a mixed range of experiences. However, a notable number of responses were categorized as very positive (10), indicating that some participants did not face discrimination and enjoyed inclusive environments in their schools.

With regard to the Question 18, which focuses on inquiries about country of origin or forced migration, elicited a range of sentiments. While the majority of responses were coded as moderately negative (3) and moderately positive (3), there were also instances of very negative (1) and very positive (2) sentiments. These results suggest that some classmates and teachers did inquire about participants' backgrounds, but the overall sentiment distribution indicates a mixed range of reactions, varying from negative to positive. Furthermore, regarding the question 19, which examines access to scholarships, the sentiment analysis reveals a concerning pattern. A substantial number of responses were coded as moderately negative (234), indicating instances where participants were denied scholarships due to their refugee status. There were also instances of very negative (59) sentiments, highlighting a significant issue of discrimination. Notably, no responses were categorized as moderately positive or very positive, indicating a lack of positive experiences regarding scholarship opportunities. Finally, question 20, which asks about resources provided by government schools, shows a mixed sentiment distribution. While responses coded as very negative (11) and moderately negative (7) suggest challenges in accessing resources like mid-day meals and school supplies, there were also instances of moderately positive (3) sentiments. However, there were no responses categorized as very positive, indicating room for improvement in the provision of resources within government schools.

In conclusion, the sentiment analysis reveals a concerning prevalence of negative experiences related to school admissions, discrimination, access to scholarships, and resources among the participants. Discrimination and denial of opportunities due to refugee status are evident, but there are also instances of more positive experiences. These findings emphasize the need for addressing discrimination, promoting inclusivity, and ensuring equal access to education and resources for refugee students within the school system.

Table 9

Table 0-XVI Table 9 Frequency Distribution and Percentage of Education of Refugee's in India (Q.21 - 24)

Questions	Education Status of Refugee's in India	Frequency	%
21	English-Read and Write	78	15.0
	English-Read and Write; Bengali-Speak	1	.2

	English-Read and Write; Hindi-Speak	9	1.7
	English-Speak, Read and Write; Hindi-Speak	348	66.9
	English-Speak, Read and Write; Hindi-Speak, Read and Write	48	9.2
	English-Speak, Read and Write; Tamil-Speak	36	6.9
22	No	407	78.3
	Yes	113	21.7
23	No	381	73.3
	Yes, Buddhism	101	19.4
	Yes, Christianity	5	1.0
	Yes, Hinduism	9	1.7
	Yes, Islamic	24	4.6
24	No	391	75.2
	Yes, to strengthen/improve my education	129	24.8

The data presented in above Table 9 provides insights into the education status of refugees in India concerning questions related to language proficiency (Question 21), language and communication barriers (Question 22), religious education in schools (Question 23), and private tuitions (Question 24). The findings reveal that a significant proportion of refugee students possess English language skills, with 15% being able to read and write English, and 66.9% being able to speak, read, and write both English and Hindi. A smaller percentage of students also reported proficiency in other Indian languages such as Bengali and Tamil. Regarding language and communication barriers, 21.7% of respondents indicated facing such challenges, and it is worth exploring whether schools provided special support to overcome these barriers.

In terms of religious education, a minority of schools (19.4%) imparted Buddhism, followed by Islamic (4.6%), Hinduism (1.7%), and Christianity (1.0%) education. Finally, a quarter of the students reported taking private tuitions, primarily to strengthen and improve their education. These findings highlight the linguistic diversity among refugee students and emphasize the need for educational institutions to address language and communication barriers effectively. Additionally, the prevalence of private tuitions indicates the students' motivation to enhance their educational outcomes beyond regular school hours. The results

underscore the importance of promoting language inclusivity, providing support for language learning, and exploring strategies to cater to the diverse religious backgrounds of refugee students in India.

Table 10a

Table 0-XVII Table 10a Chi-Square Test for Socio-Demographic Factors and Education of Refugee's in India (Q.21 - 23)

Questions	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
21	Country of Origin / Origin of Parents/Grandparents	25	405.523	.00	.395
	Place of Birth	50	147.096	.00	.238
	Religion	25	322.706	.00	.352
	Gender	10	8.246	.61	.089
	Age	20	41.718	.00	.142
	Place of Stay in India	65	333.204	.00	.358
22	Country of Origin / Origin of Parents/Grandparents	5	120.280	.00	.481
	Place of Birth	10	79.268	.00	.390
	Religion	5	14.176	.02	.165
	Gender	2	4.416	.11	.092
	Age	4	6.661	.16	.113
	Place of Stay in India	13	30.028	.01	.240
23	Country of Origin / Origin of Parents/Grandparents	25	446.946	.00	.415
	Place of Birth	50	267.976	.00	.321
	Religion	25	219.557	.00	.291
	Gender	10	60.009	.00	.240
	Age	20	26.997	.14	.114
	Place of Stay in India	65	290.109	.00	.334
24	Country of Origin / Origin of Parents/Grandparents	10	39.954	.00	.196

Place of Birth	20	31.348	.05	.174
Religion	10	22.861	.01	.148
Gender	4	5.643	.23	.074
Age	8	7.610	.47	.086
Place of Stay in India	26	29.918	.27	.170

The chi-square tests conducted in Table 10a examine the association between socio-demographic factors and the education of refugees in India for questions 21 to 24. For question 21, which focuses on language proficiency, significant associations were found with country of origin ($\chi^2 = 405.523$, $p < .001$), place of birth ($\chi^2 = 147.096$, $p < .001$), religion ($\chi^2 = 322.706$, $p < .001$), age ($\chi^2 = 41.718$, $p < .001$), and place of stay in India ($\chi^2 = 333.204$, $p < .001$). Similarly, for question 22 regarding language and communication barriers, significant associations were found with country of origin ($\chi^2 = 120.280$, $p < .001$), place of birth ($\chi^2 = 79.268$, $p < .001$), religion ($\chi^2 = 14.176$, $p = .020$), and place of stay in India ($\chi^2 = 30.028$, $p = .010$). For question 23 about religious education in schools, significant associations were found with country of origin ($\chi^2 = 446.946$, $p < .001$), place of birth ($\chi^2 = 267.976$, $p < .001$), religion ($\chi^2 = 219.557$, $p < .001$), gender ($\chi^2 = 60.009$, $p < .001$), and place of stay in India ($\chi^2 = 290.109$, $p < .001$). Lastly, for question 24 concerning private tuitions, significant associations were found with country of origin ($\chi^2 = 39.954$, $p < .001$), place of birth ($\chi^2 = 31.348$, $p = .050$), religion ($\chi^2 = 22.861$, $p = .010$), and place of stay in India ($\chi^2 = 29.918$, $p = .270$). The data in brackets provide the chi-square test statistics and corresponding significance levels for each socio-demographic variable, indicating their relationship with the education experiences of refugee students in India.

Table 10

Table 0-XVIII Table 10 Frequency Distribution and Percentage of Education of Refugee's in India (Q.25)

Question	Education Status of Refugee's in India	Frequency	%
25	Around 10 Minutes-Auto Rickshaw	3	.6
	Around 10 Minutes-Public Transport	3	.6
	Around 10 Minutes-Walk	101	19.4
	Around 15 Minutes-Walk	65	12.5

Around 20 Minutes-Auto Rickshaw	6	1.2
Around 20 Minutes-Bicycle	7	1.3
Around 20 Minutes-Public Transport	10	1.9
Around 20 Minutes-Walk	46	8.8
Around 30 Minutes-Auto Rickshaw	34	6.5
Around 30 Minutes-Public Transport	27	5.2
Around 30 Minutes-Walk	50	9.6
Around 40 Minutes-Auto Rickshaw	2	.4
Around 40 Minutes-Bicycle	1	.2
Around 40 Minutes-Motorcycle	1	.2
Around 40 Minutes-Public Transport	1	.2
Around 40 Minutes-Walk	6	1.2
Around 5 Minutes-Walk	83	16.0
More than an Hour-Public Transport/School Bus	54	10.4
Not Applicable	20	3.9

The results of the Table 10 provide insights into the time taken and mode of transportation used by refugee students in India to reach school, as captured in question 25 of the research tool. It reveals that a significant proportion of students (19.4%) reported taking approximately 10 minutes to reach school by walking, while 16% reported a shorter commute of around 5 minutes by walking. Additionally, 12.5% of students reported a 15-minute walk, and smaller percentages reported walking for 20 minutes (8.8%) and 30 minutes (9.6%). Other modes of transportation were also reported, including auto-rickshaws, bicycles, public transport, and motorcycles, with varying frequencies. Notably, 10.4% of students reported a longer commute of over an hour, primarily using public transport or school buses. These findings highlight the diverse commuting experiences of refugee students in India, reflecting the range of travel times and modes of transportation they utilize to access education.

Table 10a

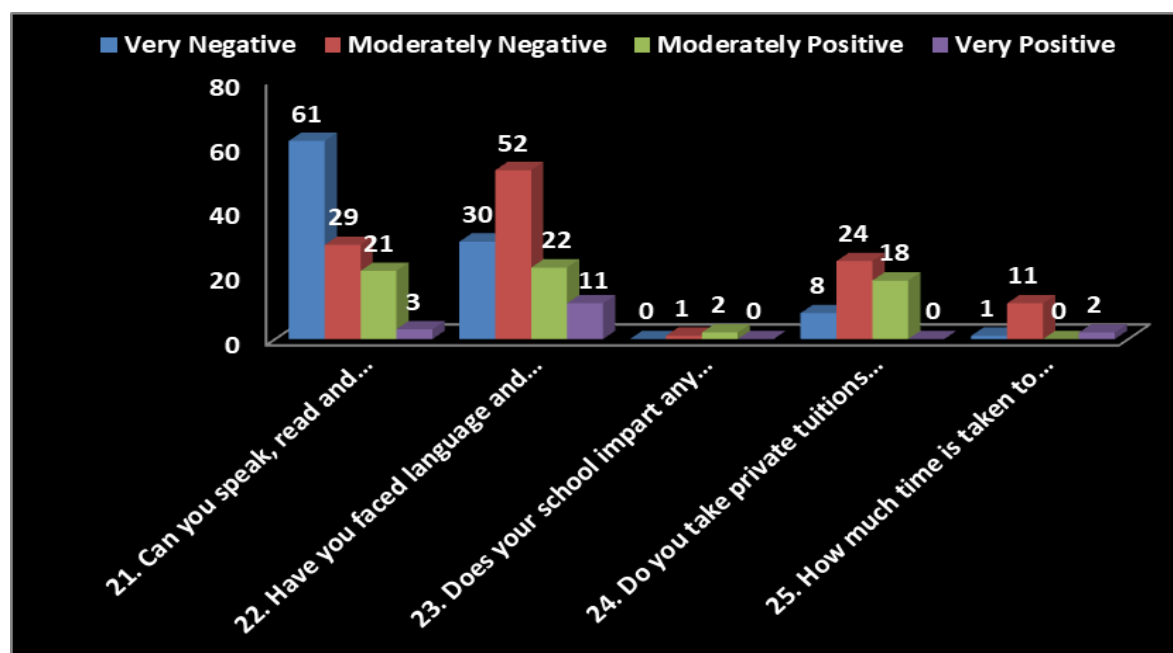
Table 0-XIX Table 10a Chi-Square Test for Socio-Demographic Factors and Education of Refugee's in India (Q.24 - 25)

Questions	Socio-Demographic	df	χ^2	Sig.	Cramer's V
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Variable					
25	Country of Origin / Origin of Parents/Grandparents	100	541.005	.00	.456
	Place of Birth	200	575.675	.00	.333
	Religion	100	423.969	.00	.404
	Gender	40	48.031	.17	.215
	Age	80	167.719	.00	.284
	Place of Stay in India	260	431.400	.00	.253

The chi-square test results in Table 10a for question 25 (time taken to reach school and mode of commutation) indicate statistically significant associations between socio-demographic factors and education of refugee students in India ($\chi^2 = 541.005$, $p < .001$, Cramer's $V = .456$). Variables such as country of origin/origin of parents/grandparents, place of birth, religion, age, and place of stay in India exhibit significant relationships with the reported commuting patterns. The Cramer's V values suggest moderate to strong associations between these socio-demographic factors and the education status of refugee students. These findings underscore the influence of socio-demographic factors on the commuting experiences of refugee students and highlight the need to consider these factors in understanding their educational access and challenges.

Figure 4 *Frequency distribution of Sentiment Analysis indicating the Education of Refugee's in India (Q.21 to 25)*



*Figure 4*Frequency distribution of Sentiment Analysis indicating the Education of Refugee's in India (Q.21 to 25)

The sentiment analysis results of the above Figure 4 provide insights into language-related experiences and support, religious education, private tuitions, and transportation to school. Question 21 of the research which assesses participants' English and Indian language skills, reveals a mixed sentiment distribution found that the majority of responses were categorized as very negative (61) and moderately negative (29), indicating challenges in speaking, reading, and writing in English and Indian languages. However, there were also instances of moderately positive (21) and very positive (3) sentiments, suggesting that some participants possessed language proficiency. In continuation to that the question 22 tried to explores language and communication barriers in accessing education, the sentiment analysis highlights significant challenges faced by participants. Responses were coded as moderately negative (52) and moderately positive (22), indicating that a considerable number of participants encountered language barriers. However, there were also instances of very negative (30) and very positive (11) sentiments, suggesting that some schools provided special support to overcome these challenges. Further, the researcher through the Question 23 in research tool focuses on religious education in schools. The sentiment analysis shows that the majority of responses were categorized as moderately positive (2), indicating that a few schools imparted religious education. There was also one response coded as moderately negative (1), suggesting a mixed

sentiment regarding the presence of religious education.

Poignant to question 24, which examines private tuitions, the sentiment distribution reveals a range of experiences. Responses were coded as moderately negative (24) and moderately positive (18), indicating that a significant number of participants opted for private tuitions. However, there were also instances of very negative (8) sentiments, suggesting possible challenges or concerns associated with private tuitions. Notably, there were no responses categorized as very positive, indicating a lack of positive experiences related to private tuitions. Finally, question 25 assesses the time taken to reach school and the mode of transportation. The sentiment analysis shows a mixed sentiment distribution. While responses coded as very negative (11) suggest challenges in commuting to school, there were also instances of moderately negative (1) and very positive (2) sentiments. The absence of responses categorized as moderately positive indicates limited positive experiences related to commuting to school.

In conclusion, the sentiment analysis reveals various language-related challenges, including proficiency in English and Indian languages and communication barriers in accessing education. Some participants received special support, but there is room for improvement in addressing language barriers. The presence of religious education varied, with a few schools offering such programs. Private tuitions were a common practice, but concerns or challenges were expressed. Transportation to school posed some challenges, indicating a need for improved access and efficiency. These findings highlight the importance of addressing language barriers, providing necessary support, and ensuring equitable access to education for refugee students.

Table 11

Table 0-XX Table 11 Frequency Distribution and Percentage of Education of Refugee's in India (Q.26 - 29)

Questions	Education Status of Refugee's in India	Frequency	%
26	Yes, Electricity and Internet through Phone	520	100.0
	No, It was difficult	40	7.7
27	Not Applicable	195	37.5
	Yes, Accessible	285	54.8

28	Not much impact	106	20.4
	Yes, Highly affected our life	72	13.8
	Yes, It has an impact in our life	302	58.1
	Yes, Moderately affected our life	28	5.4
	No Response	12	2.3
29	No Idea/Not Sure/Not Decided	30	5.8
	Yes, I wish to continue higher education	487	93.7
	No Response	3	0.6

The data analysis results for questions 26-29 provide insights into the educational experiences of refugee students in India. Regarding access to electricity and internet, all respondents (100%) reported having electricity and internet access, with the majority accessing the internet through their mobile phones. This highlights the importance of mobile technology as a means of accessing educational resources. In terms of online classes and study material during the pandemic, a significant proportion (54.8%) indicated that they had accessible access, while a smaller percentage (7.7%) faced difficulties. The impact of the pandemic on education varied, with a majority (58.1%) stating that it had an impact on their lives, while others reported not much impact (20.4%) or a high impact (13.8%). Regarding future plans, the majority expressed a desire to continue higher education (93.7%), while a small percentage (5.8%) were unsure or had not decided. These findings highlight the importance of ensuring equitable access to technology and educational opportunities for refugee students, especially during challenging times such as the pandemic, and emphasize the aspirations of refugee students to pursue higher education.

Table 11a

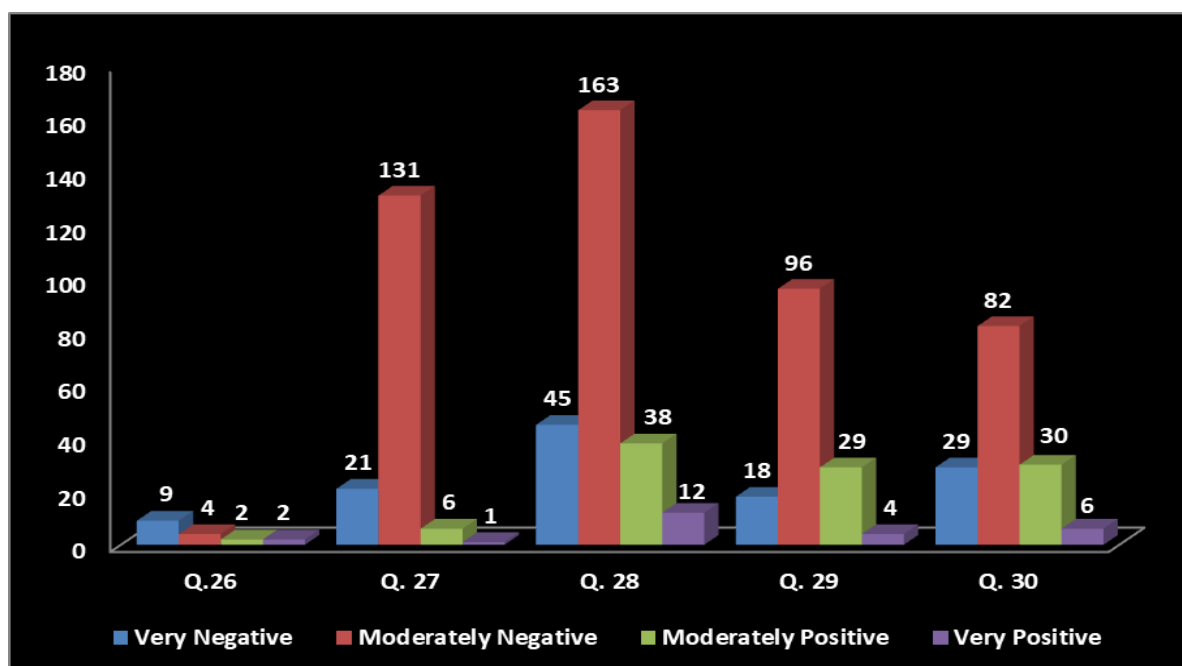
Table 0-XXI Table 11a Chi-Square Test for Socio-Demographic Factors and Education of Refugee's in India (Q.28 - 29)

Questions	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
27	Country of Origin / Origin of Parents/Grandparents	10	105.882	.00	.319
	Place of Birth	20	38.335	.01	.192
	Religion	10	30.379	.00	.171

	Gender	4	8.421	.08	.090
	Age	8	24.533	.00	.154
	Place of Stay in India	26	39.066	.05	.194
28	Country of Origin / Origin of Parents/Grandparents	20	232.076	.00	.334
	Place of Birth	40	180.091	.00	.294
	Religion	20	175.833	.00	.291
	Gender	8	9.428	.31	.095
	Age	16	32.734	.01	.125
	Place of Stay in India	52	245.886	.00	.344
29	Country of Origin / Origin of Parents/Grandparents	25	446.946	.00	.415
	Place of Birth	50	267.976	.00	.321
	Religion	25	219.557	.00	.291
	Gender	10	60.009	.00	.240
	Age	20	26.997	.14	.114
	Place of Stay in India	65	290.109	.00	.334

The chi-square test results for questions 28-29 indicate significant associations between socio-demographic factors and the education of refugee students in India. For question 28, there were significant associations ($\chi^2 = 232.076$, $p < .001$, Cramer's $V = .334$) between socio-demographic variables such as country of origin, place of birth, religion, age, and place of stay in India and the impact of the pandemic on education. The Cramer's V values suggest a moderate association between these variables and the impact of the pandemic on education. Similarly, for question 29, significant associations ($\chi^2 = 446.946$, $p < .001$, Cramer's $V = .415$) were observed between socio-demographic variables and the future plans of refugee students after completing school education. The variables of country of origin, place of birth, religion, gender, age, and place of stay in India were found to be associated with the decision to pursue higher education. These results underscore the influence of socio-demographic factors on the educational experiences and future aspirations of refugee students in India.

Figure 5 *Frequency distribution of Sentiment Analysis indicating the Education of Refugee's in India (Q. 26 - 30)*



*Figure 5*Frequency distribution of Sentiment Analysis indicating the Education of Refugee's in India (Q. 26 - 30)

The above Figure 5 shows the sentiment analysis results which provide insights into access to electricity and the internet, online education during the pandemic, the impact of the pandemic on education, and career aspirations. Question 26 assesses participants' access to electricity and the internet, as well as the devices used for internet access revealed a mixed sentiment distribution. While the majority of responses were categorized as very negative (9) and moderately negative (4), indicating limited access to electricity and the internet, there were also instances of moderately positive (2) and very positive (2) sentiments, suggesting that some participants had access to these resources through devices such as laptops/computers or mobile phones. The question 27 of the research tool which focuses on online classes and study material during the pandemic, the sentiment analysis highlights challenges faced by participants. Responses were predominantly categorized as moderately negative (131), indicating that a significant number of participants faced difficulties accessing online classes and study material due to a lack of devices. However, there were also instances of very negative (21), moderately positive (6), and very positive (1) sentiments, suggesting that some schools, government organizations, or NGOs provided devices to support online education.

Through question 28 the researcher examines the impact of the pandemic on education and the results of the sentiment analysis shows a predominance of negative sentiments. Responses were coded as very negative (45) and moderately negative (163), indicating that the pandemic had a significant adverse effect on education. However, there were also instances of moderately positive (38) and very positive (12) sentiments, suggesting that some participants were able to adapt and find positive aspects despite the challenges. Moving to question 29, which explores career aspirations and difficulties in choosing a field of career, the sentiment analysis reveals a range of sentiments. Responses were categorized as moderately negative (96) and moderately positive (29), indicating that participants faced difficulties in choosing certain fields of career due to legal necessities. However, there were also instances of very negative (18) and very positive (4) sentiments, highlighting a mix of challenges and positive outlooks regarding career choices and pursuing higher education in India or elsewhere.

In conclusion, the sentiment analysis reveals challenges in accessing electricity and the internet for some participants, particularly during the pandemic. Limited access to devices affected the ability to participate in online classes and study material. The pandemic had a predominantly negative impact on education, although there were some positive experiences reported. Participants faced difficulties in choosing certain career fields due to legal necessities, but there were also instances of positive aspirations and the desire to pursue higher education. These findings emphasize the need for improved access to technology and online resources, support for online education during crises, and addressing legal barriers to career choices for refugee students.

6.1.2 Report on Parents

Table 1

Table 0-XXII Table 1 Frequency Distribution and Percentage of Socio-Demographic Variables of Parents or Grandparents

Socio-Demographic Variables		Frequency	%
Country of Origin/Origin of Parents or Grandparents	Afghanistan	1	1.3
	Bangladesh	8	10.0
	Myanmar	6	7.5
	Somalia	23	28.8

	Sri Lanka	42	52.5
Place of Birth	Afghanistan	1	1.3
	Bangladesh	1	1.3
	Ethiopia	2	2.5
	India	17	21.3
	Myanmar	6	7.5
	Somalia	21	26.3
	Sri Lanka	22	27.5
Religion	Hindu	31	38.8
	Christian	7	8.8
	Muslim	30	37.5
	Buddhist	8	10.0
Gender	Female	64	80.0
	Male	16	20.0
Age	26 - 40 Years	41	51.3
	41 - 60 Years	24	30.0
	Above 60 Years	2	2.5

The above Table 1 presents the frequency distribution and percentage of parent's or grandparent's socio-demographic variables related to the country of origin/origin, place of birth, religion, gender, and age. These variables provide insights into the backgrounds of the parents or grandparents of the refugee students. The data on Country of Origin/Origin of Parents or Grandparents shows that the highest percentage of parents or grandparents' origin is from Sri Lanka, accounting for 52.5 per cent. This is followed by Somalia (28.8%), Bangladesh (10.0%), Myanmar (7.5%), and Afghanistan (1.3%). These findings indicate the diverse nationalities represented among the parents or grandparents of the refugee students. Further, regarding the parents or grandparents place of birth, the highest proportion was born in Sri Lanka (27.5%), followed by Somalia (26.3%) and India (21.3%). The remaining percentages are distributed across Ethiopia, Bangladesh, Afghanistan, and Myanmar. These results suggest a varied geographic background for the parents or grandparents of the refugee students. With regard to the religion of the respondents, the majority of parents or grandparents belong to the Hindu religion (38.8%) or the Muslim religion (37.5%). Christian (8.8%) and Buddhist (10.0%) faiths are also represented. The data also reveals that the majority of parents or grandparents

are female (80.0%), while males account for a smaller proportion (20.0%). This indicates a higher representation of females among the parents or grandparents of the refugee students. The age distribution of parents or grandparents reveals that the largest group falls within the 26-40 years' category, accounting for 51.3% of the cases. The 41-60 years' age group represents 30.0 per cent of the parents or grandparents, while those above 60 years comprise a smaller percentage (2.5%). These findings suggest a relatively young parent population participated in the study.

Overall, the data presented in Table 1 provides insights into the socio-demographic characteristics related to the parents or grandparents of the refugee students in India. The findings highlight the diverse backgrounds in terms of nationality, place of birth, religion, gender, and age. Understanding these socio-demographic factors can aid in tailoring support and services to meet the specific needs of the refugee students and their families.

Table 2

Table 0-XXIII Table 2 Frequency Distribution and Percentage of Response of Student Refugee's Parent about Arrival in India (Q.8)

Questions		Frequency	%
Year of Entry to India	1964	8	10.0
	1990	38	47.5
	2006-2010	5	6.3
	2011-2015	14	17.5
	2016-2020	11	13.8
With whom they entered in India?	Came with Family Members	50	62.5
	Came with parent(s)	19	23.8
	My parents came to India and I was born here	8	10.0

Table 2 presents the frequency distribution and percentage of responses from the parents of student refugees regarding their arrival in India (Q.8). This question explores the year of entry to India and with whom they entered the country. The data reveals that the majority of refugees'

student parents entered India during the year 1990, accounting for 47.5 per cent. This is followed by the year range 2011-2015 (17.5%), 2016-2020 (13.8%), 1964 (10.0%), and 2006-2010 (6.3%). These findings indicate that a significant number of parents arrived in India in the 1990s, while there is a relatively smaller proportion who arrived in earlier or more recent years. Further, for the question “With whom they entered in India” the finding revealed that among the parents, the highest percentage (62.5%) indicates that they came to India with family members. This suggests that a significant number of student refugees' parents migrated to India as a cohesive family unit. Furthermore, 23.8 per cent of the parents entered India with their parent(s), and 10.0% mentioned that their parents came to India, and they were born here. These results highlight the different scenarios under which the parents of student refugees entered India.

Overall, the data presented in Table 2 provides insights into the arrival patterns of student refugees' parents in India. The findings reveal the distribution of parents based on the year of entry and the accompanying individuals during their migration. Understanding these arrival dynamics can contribute to a better understanding of the experiences and backgrounds of student refugees and their families. This information can be valuable in designing targeted support systems and interventions to cater to the unique needs of student refugees and their parents.

Table 2a

Table 0-XXIV Table 2a Chi-Square Test for Socio-Demographic Factors and Arrival to India among Parents of Refugee's Student in India (Q.8)

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
8	Country of Origin / Origin of Parents/Grandparents	296	320.000	.162	1.000
	Place of Birth	444	475.051	.149	.995
	Religion	296	304.946	.348	.976
	Gender	74	75.833	.419	.974
	Age	1924	1985.802	.159	.977

Table 2a presents the results of the chi-square test conducted to examine the association

between the arrival to India and socio-demographic factors among the parents of refugee students (Q.8). The test analyses the relationship between the variables and provides information on the significance level (p-value) and the strength of association (Cramer's V). For the variable "Country of Origin/Origin of Parents/Grandparents," the chi-square test yielded a non-significant result ($\chi^2 = 320.000$, $df = 296$, $p = .162$), indicating that there is no significant relationship between the country of origin or the origin of parents/grandparents and the year of entry to India.

Similarly, for the variable "Place of Birth," the chi-square test also resulted in a non-significant finding ($\chi^2 = 475.051$, $df = 444$, $p = .149$), suggesting that there is no significant association between the place of birth and the year of entry to India among the parents of refugee students. The variable "Religion" also showed a non-significant result ($\chi^2 = 304.946$, $df = 296$, $p = .348$), indicating that there is no significant relationship between religion and the year of entry to India. Likewise, for the variables "Gender" ($\chi^2 = 75.833$, $df = 74$, $p = .419$) and "Age" ($\chi^2 = 1985.802$, $df = 1924$, $p = .159$), the chi-square tests did not yield statistically significant results, suggesting no significant associations between gender, age, and the year of entry to India.

Therefore, based on these results, we can conclude that there is no significant statistical evidence to support an association between the socio-demographic factors examined and the arrival to India among the parents of refugee students.

Table 3

Table 0-XXV Table 3 Frequency Distribution and Percentage of Response of Student Refugee's Parent about Refugee's Status in India (Q. 9 - 11)

Questions	Frequency	%
Q.9	No, I haven't registered with UNHCR, New Delhi.	49 61.3
	Yes, I have registered myself as a refugee with UNHCR New Delhi	30 37.5
Q.10	No, Long term Stay VISA	6 7.5
	No, only with UNHCR	23 28.8
	Yes, I have been registered through the	51 63.8

State Government Refugee ID Card		
Q.11	Staying in Camp provided by the Government	37 46.3
	Staying in the rented space/temporary residence	43 53.8

From the above Table 3 we can understand the frequency distribution and percentage of responses from the parents of refugee student regarding the refugee status of their children in India (Q.9 - Q.11). These questions explore their registration with UNHCR (Q.9), the type of documentation they possess (Q.10), and the type of accommodation they reside in (Q.11). Regarding registration with UNHCR, the data indicates that the majority of respondents (61.3%) mentioned that they have not registered with UNHCR, New Delhi. On the other hand, 37.5 per cent of the parents reported that they have registered themselves as refugees with UNHCR, New Delhi. These findings reveal a substantial portion of student refugees' parents who have not gone through the UNHCR registration process.

In terms of documentation, a small percentage of respondents (7.5%) stated that they have a long-term stay visa. Furthermore, 28.8 per cent mentioned that they have not obtained any documentation other than UNHCR. The majority of parents (63.8%) reported that they have been registered through the State Government Refugee ID Card. These results highlight the different types of documentation possessed by the parents of student refugees. Regarding accommodation, the data reveals that 46.3 per cent of respondents mentioned that they are staying in camps provided by the government. On the other hand, a higher percentage (53.8%) reported staying in rented spaces or temporary residences. These findings indicate the varied living arrangements of student refugees and their families.

Overall, the data presented in Table 3 sheds light on the refugee status of student refugees and the conditions in which they reside in India. Understanding these aspects is crucial for recognizing the legal and administrative status of student refugees and providing appropriate support and services. By addressing the unique needs of student refugees and their families, educational institutions and policymakers can contribute to creating an inclusive and supportive environment for their integration and well-being.

Table 3a

Table 0-XXVITable 3a Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Refugee's Status in India (Q. 9 - 11)

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
9	Country of Origin / Origin of Parents/Grandparents	68	320.000	.000	1.000
	Place of Birth	102	356.597	.000	.862
	Religion	68	192.808	.000	.776
	Gender	17	29.526	.030	.608
	Age	442	591.369	.000	.659
10	Country of Origin / Origin of Parents/Grandparents	140	320.000	.000	1.000
	Place of Birth	210	374.479	.000	.883
	Religion	140	216.818	.000	.823
	Gender	35	45.149	.117	.751
	Age	910	1055.001	.001	.712
11	Country of Origin / Origin of Parents/Grandparents	200	320.000	.000	1.000
	Place of Birth	300	398.124	.000	.911
	Religion	200	277.542	.000	.931
	Gender	50	64.167	.086	.896
	Age	1300	1209.506	.964	.763

For the variable "Refugee's Status in India (Q.9 - 11)," the chi-square test was conducted to examine the associations with different socio-demographic factors and presented in the above table 3a. The chi-square test results indicate statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 68$, $p < .001$), place of birth ($\chi^2 = 356.597$, $df = 102$, $p < .001$), religion ($\chi^2 = 192.808$, $df = 68$, $p < .001$), gender ($\chi^2 = 29.526$, $df = 17$, $p = .030$), and age ($\chi^2 = 591.369$, $df = 442$, $p < .001$) with the response of student refugee's parent about refugee's status in India. These results suggest that socio-demographic factors play a significant role in shaping the perception of refugee status among student refugees' parents. Similarly, for Q.10, the chi-square test reveals statistically significant

associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 140$, $p < .001$), place of birth ($\chi^2 = 374.479$, $df = 210$, $p < .001$), religion ($\chi^2 = 216.818$, $df = 140$, $p < .001$), and age ($\chi^2 = 1055.001$, $df = 910$, $p = .001$) with the response of student refugee's parent about refugee's status in India. However, no statistically significant association was found for gender ($\chi^2 = 45.149$, $df = 35$, $p = .117$).

The chi-square test also reveals statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 200$, $p < .001$), place of birth ($\chi^2 = 398.124$, $df = 300$, $p < .001$), religion ($\chi^2 = 277.542$, $df = 200$, $p < .001$), and gender ($\chi^2 = 64.167$, $df = 50$, $p = .086$) with the response of student refugee's parent about refugee's status in India. Additionally, age did not show a statistically significant association ($\chi^2 = 1209.506$, $df = 1300$, $p = .964$). Overall, the chi-square test results indicate that socio-demographic factors such as country of origin, place of birth, religion, gender, and age are significantly associated with the response of refugee student's parent about their refugee's status in India.

Figure 1 *Frequency distribution of Sentiment Analysis indicating the Response of Student Refugee's Parent about Refugee Status in India (Q. 9 - 11)*

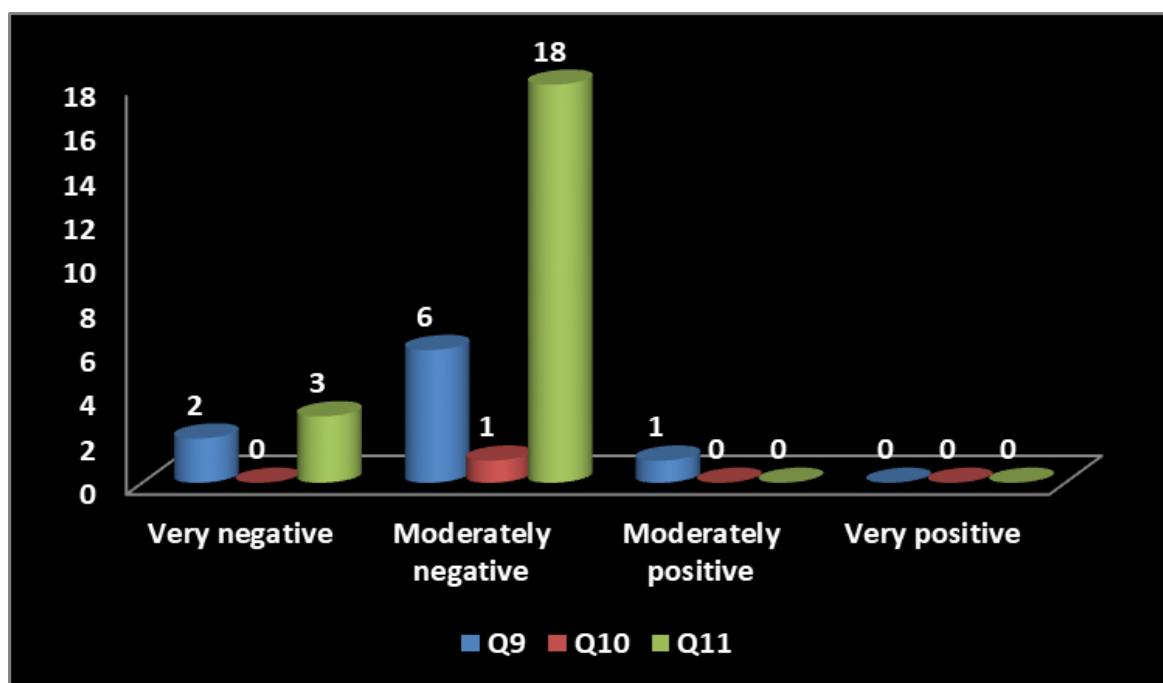


Figure 6 *Frequency distribution of Sentiment Analysis indicating the Response of Student Refugee's Parent about Refugee Status in India (Q. 9 - 11)*

The above results (Figure 1) of the sentiment analysis provide insights into the sentiments expressed by refugee parents in response to various questions related to their registration status,

support received, challenges faced, and their children's education. For question 9, regarding registration with UNHCR and receiving certificates, the sentiments expressed were predominantly moderately negative (6) and moderately positive (1), with a smaller number of very negative (2) responses. This suggests that while some parents had positive experiences, such as receiving recognition as registered refugees, others encountered difficulties or expressed dissatisfaction with the process. For question 10, no negative sentiments were expressed. However, the absence of positive sentiments may indicate a lack of awareness or limited engagement with the agencies of the Government of India for registration. Question 11 elicited moderately negative sentiments (18) and very negative sentiments (3) from parents regarding support for building dwellings and the impact on their children's education due to forced relocation.

Table 4 Frequency Distribution and Percentage of Response of Student Refugee's Parent about Education of Refugee's in India (Q.12 – Q.15)

Questions		Frequency	%
Q.12	No, I haven't faced any kind of problem during the time of admission and the documents were refugee card/Aadhar Card/Passport/ID card provided by the State Govt.	68	85.0
	Yes, faced problem due to the status of Refugee and lack of documents	12	15.0
Q.13	Admission taken under General/Open Quota	48	60.0
	Admission taken under Refugee Quota	31	38.8
	Admission taken under Sports Quota	1	1.3
Q.14	No, my ward was not denied admission due to Refugee Status	74	92.5
	Yes, my ward denied admission due to the Refugee Status	6	7.5
Q.15	No, My ward never reported any kind of discriminations	62	77.5
	Yes, Bullied/Cursed/Insulted/Harassed due to the refugee status	18	22.5

Table 0-XXVII Table 4 Frequency Distribution and Percentage of Response of Student Refugee's Parent about Education of Refugee's in India (Q.12 – Q.15)

The above Table 4 presents the results of responses from the parents of refugee students regarding the education of their children in India (Q.12 - Q.15). These questions explore their experiences during the admission process, the type of admission quota, and instances of

discrimination faced by their children. In terms of admission-related challenges, the majority of respondents (85.0%) reported that they haven't faced any problems during the time of admission. They were able to provide the required documents such as refugee cards, Aadhar cards, passports, or ID cards provided by the State Government. However, a small percentage of parents (15.0%) indicated that they faced problems due to their refugee status and the lack of necessary documents. Regarding the admission quota, the data reveals that a significant portion of parents (60.0%) mentioned that their children's admission was taken under the general/open quota. A considerable number of students (38.8%) were admitted under the refugee quota, while a minimal percentage (1.3%) obtained admission through the sports quota. When asked about the denial of admission due to refugee status, the majority of parents (92.5%) reported that their wards were not denied admission based on their refugee status. However, a small proportion (7.5%) indicated that their children were indeed denied admission due to their refugee status. In terms of discrimination, a significant number of parents (77.5%) mentioned that their wards never reported any kind of discrimination based on their refugee status. However, a notable percentage (22.5%) reported instances where their children were bullied, cursed, insulted, or harassed due to their refugee status. These findings shed light on the challenges and discriminatory experiences that some student refugees may encounter within educational settings.

Overall, the results presented in Table 4 highlight both positive and concerning aspects of the education experiences of student refugees in India. By recognizing the factors influencing these outcomes and implementing targeted interventions, it is possible to prevent discrimination, ensure equal access to education, and create an environment where student refugees can thrive academically, socially, and emotionally. By investing in their education and well-being, we can empower student refugees and enable them to reach their full potential, contributing to a more inclusive and equitable society.

Table 4a

Table 0-XXVIII Table 4a Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Education among Refugee's in India (Q.12 – Q.14)

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
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12	Country of Origin / Origin of Parents/Grandparents	208	320.000	.000	1.000
	Place of Birth	312	434.338	.000	.951
	Religion	208	207.041	.506	.804
	Gender	52	60.000	.208	.866
	Age	1352	1510.490	.002	.852
13	Country of Origin / Origin of Parents/Grandparents	164	320.000	.000	1.000
	Place of Birth	246	353.535	.000	.858
	Religion	164	230.510	.000	.849
	Gender	41	48.810	.188	.781
	Age	1066	1172.135	.013	.751
14	Country of Origin / Origin of Parents/Grandparents	112	245.238	.000	.875
	Place of Birth	168	329.129	.000	.828
	Religion	112	183.582	.000	.757
	Gender	28	38.356	.092	.692
	Age	728	902.954	.000	.659

Table 4b

Table 0-XXIX Table 4b Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Education of Refugee's in India (Q.15)

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
15	Country of Origin / Origin of Parents/Grandparents	180	320.000	.000	1.000
	Place of Birth	270	440.517	.000	.958
	Religion	180	203.762	.108	.798
	Gender	45	49.602	.295	.787
	Age	1170	1434.784	.000	.831

Table 4a: Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's

Parent about Education among Refugee's in India (Q.12 – Q.14) The chi-square test results indicate statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 208$, $p < .001$), place of birth ($\chi^2 = 434.338$, $df = 312$, $p < .001$), and age ($\chi^2 = 1510.490$, $df = 1352$, $p = .002$) with the response of student refugee's parent about education among refugees in India. However, no statistically significant association was found for religion ($\chi^2 = 207.041$, $df = 208$, $p = .506$) and gender ($\chi^2 = 60.000$, $df = 52$, $p = .208$). Similarly, for Q.13, the chi-square test reveals statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 164$, $p < .001$), place of birth ($\chi^2 = 353.535$, $df = 246$, $p < .001$), religion ($\chi^2 = 230.510$, $df = 164$, $p < .001$), and age ($\chi^2 = 1172.135$, $df = 1066$, $p = .013$) with the response of student refugee's parent about education among refugees in India. However, no statistically significant association was found for gender ($\chi^2 = 48.810$, $df = 41$, $p = .188$). For Q.14, the chi-square test results reveal statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 245.238$, $df = 112$, $p < .001$), place of birth ($\chi^2 = 329.129$, $df = 168$, $p < .001$), religion ($\chi^2 = 183.582$, $df = 112$, $p < .001$), and age ($\chi^2 = 902.954$, $df = 728$, $p < .001$) with the response of student refugee's parent about education among refugees in India. However, no statistically significant association was found for gender ($\chi^2 = 38.356$, $df = 28$, $p = .092$).

Table 4b: Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Education of Refugee's in India (Q.15). The chi-square test results indicate statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 180$, $p < .001$), place of birth ($\chi^2 = 440.517$, $df = 270$, $p < .001$), and age ($\chi^2 = 1434.784$, $df = 1170$, $p < .001$) with the response of student refugee's parent about education of refugees in India. However, no statistically significant association was found for religion ($\chi^2 = 203.762$, $df = 180$, $p = .108$) and gender ($\chi^2 = 49.602$, $df = 45$, $p = .295$). Overall, the chi-square test results in Table 4a and Table 4b indicate that socio-demographic factors such as country of origin, place of birth, religion, gender, and age are significantly associated with the response of student refugee's parent about education among refugees in India. These findings suggest the importance of considering these socio-demographic factors in understanding the educational experiences and needs of refugee students and their parents in the Indian context.

Figure 2 *Frequency distribution of Sentiment Analysis indicating the Response of Student Refugee's Parent about Education of Refugee's in India (Q.12 - 15)*

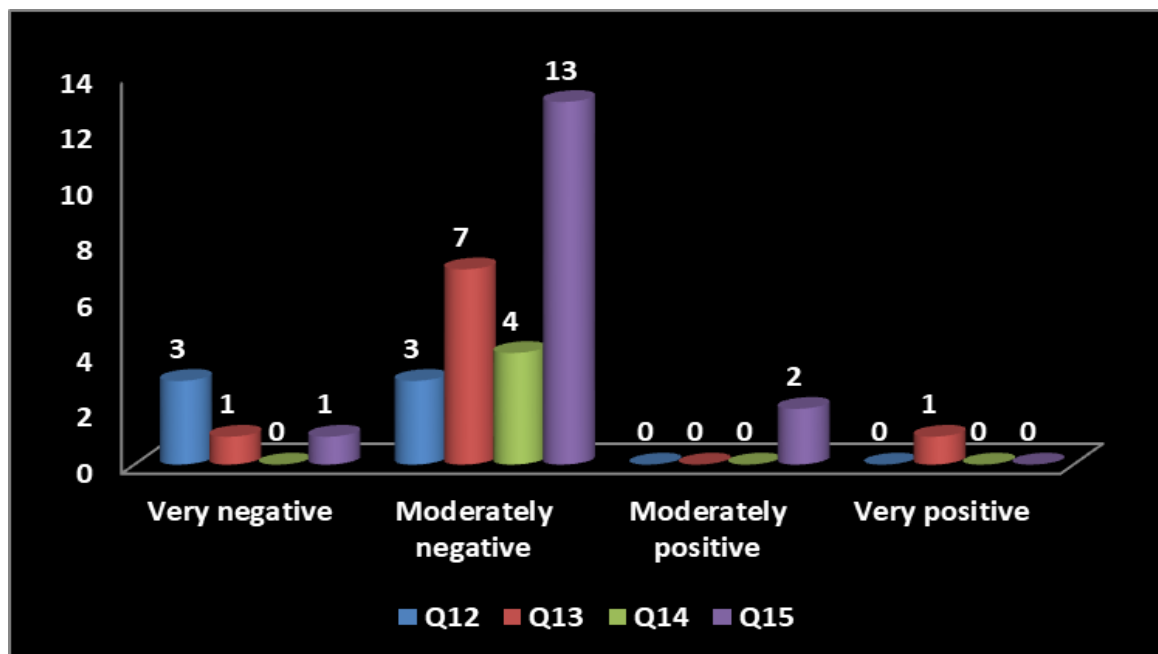


Figure 7 *Frequency distribution of Sentiment Analysis indicating the Response of Student Refugee's Parent about Education of Refugee's in India (Q.12 - 15)*

The above figure 2 discusses the sentiment analysis results for the questions related to parents of refugee students regarding the education of their children in India are as follows:

Question 12 received a mix of moderately negative (3) and very negative (3) sentiments, indicating problems during the admission process for their children. Question 13 revealed moderately negative sentiments (7) and one very positive sentiment, possibly indicating challenges or ambiguity around the mode of admission. Question 14 showed moderately negative sentiments (4), implying that some schools might have denied admission based on refugee status. For question 15, a substantial number of moderately negative sentiments (13) were expressed, suggesting instances of discrimination faced by their children at school.

Table 5

Table 0-XXX Table 5 *Frequency Distribution and Percentage of Response of Student Refugee's Parent about Education of Refugee's in India (Q.16 - 20)*

Questions	Response	Frequency	%
Q.16	Not Cooperative, Due to lack of teachers	2	2.5
	Yes, the teachers are Cooperative	77	96.3

Q.17	No, Since it's a private school	26	32.5
	No, Since my ward is in higher/senior secondary school	1	1.3
	Only Books	7	8.8
	Yes, Since it's a govt. school provides mid-day meals, free books, uniforms, shoes, and school bag.	46	57.5
Q.18	It's very difficult to pay the fees but managing through hard work and family income	18	22.5
	Not Applicable - Studying in Government School	62	77.5
Q.19	Between 25000-50000 - No Support	11	13.8
	Between 25000-50000 - Supported by NGO	4	5.0
	Between 5000-25000 - No Support	9	11.3
	Govt./Govt. Aided School, Less Fee	52	65.0
	More than 50000 - No Support	3	3.8
Q.20	No, they didn't get any scholarship because of refugee status/lack of documents	79	98.8

From the above Table 5 the responses from the parents of refugee students regarding various aspects of education in India (Q.16 - Q.20) can be understood. These questions explore the level of teacher cooperation, access to resources, affordability of fees, and scholarship opportunities for student refugees. When asked about teacher cooperation, an overwhelming majority of parents (96.3%) expressed that the teachers are cooperative. This indicates a positive and supportive relationship between teachers and student refugees, which is crucial for their educational development. However, a small percentage (2.5%) reported a lack of cooperation due to the shortage of teachers. Ensuring sufficient teacher-student ratios and addressing the issue of teacher shortages can further enhance the educational experiences of student refugees.

Regarding access to resources, a significant proportion of parents (57.5%) mentioned that their wards attend government schools that provide mid-day meals, free books, uniforms, shoes, and school bags. This highlights the importance of government support in alleviating financial burdens and ensuring equal access to resources for student refugees. However, a notable

number of parents (32.5%) reported a lack of such support, either due to attending private schools or being in higher/senior secondary school. Efforts should be made to expand resource provision programs and make them accessible to all student refugees, regardless of the type or level of the educational institution.

With regard to financial challenges, a portion of parents (22.5%), who indicated that it is difficult to pay fees but they manage through hard work and family income. On the other hand, a significant majority 77.5 per cent mentioned that their wards are studying in government schools where fees are not applicable, which shows the positive initiative of the state regarding the school education system in India which is accommodative in nature for refugee students as well, however, these findings also underscore the financial constraints faced by some families and the importance of affordable education options for student refugees. Providing financial aid programs, scholarships, or fee waivers can help alleviate the financial burden and promote equitable access to education.

When it comes to the financial support received by refugee student, the data reveals that a significant proportion of parents (65.0%) mentioned that their wards attend government or government-aided schools with less fee. A smaller percentage reported different financial support scenarios, such as receiving no support (11.3%) or being supported by an NGO (5.0%) within a specific income range. These findings highlight the diverse financial situations and the need for tailored support programs for student refugees across different income levels. Regarding scholarship opportunities, a significant majority of parents (98.8%) reported that their wards did not receive any scholarships due to their refugee status or lack of documents. This indicates a significant barrier that student refugees face in accessing financial support for their education. Advocating for inclusive scholarship programs that consider the unique circumstances of student refugees and provide equal opportunities for them to pursue higher education is crucial.

In conclusion, the findings presented in Table 5 shed light on various aspects of education for student refugees in India. They highlight the importance of teacher cooperation, access to resources, affordability of fees, and scholarship opportunities. Addressing the identified issues, such as teacher shortages, resource accessibility, financial constraints, and inclusive scholarship programs, is vital for creating an inclusive and supportive educational environment for student refugees. Collaborative efforts among educational institutions, government bodies,

non-profit organizations, and community stakeholders are essential to address these challenges and ensure that student refugees have equal opportunities to thrive and succeed in their educational journey.

Table 5a

Table 0-XXXI Table 5a Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Education of Refugee's in India (Q.16 – 18)

Questions	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
16	Country of Origin / Origin of Parents/Grandparents	112	242.222	.000	.870
	Place of Birth	168	305.699	.000	.798
	Religion	112	177.750	.000	.745
	Gender	28	37.403	.110	.684
	Age	728	985.941	.000	.688
17	Country of Origin / Origin of Parents/Grandparents	224	320.000	.000	1.000
	Place of Birth	336	435.823	.000	.953
	Religion	224	245.584	.154	.876
	Gender	56	64.766	.197	.900
	Age	1456	1742.151	.000	.915
18	Country of Origin / Origin of Parents/Grandparents	144	320.000	.000	1.000
	Place of Birth	216	381.786	.000	.892
	Religion	144	255.992	.000	.894
	Gender	36	53.011	.034	.814
	Age	936	1012.848	.040	.698

Table 5b

Table 0-XXXII Table 5b Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Education of Refugee's in India (Q.19 – 20)

Questions	Socio-Demographic	df	χ^2	Sig.	Cramer's V
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Variable					
19	Country of Origin / Origin of Parents/Grandparents	188	303.953	.000	.975
	Place of Birth	282	372.797	.000	.881
	Religion	188	287.585	.000	.948
	Gender	47	53.807	.230	.820
	Age	1222	1234.301	.397	.770
20	Country of Origin / Origin of Parents/Grandparents	156	320.000	.000	1.000
	Place of Birth	234	405.696	.000	.919
	Religion	156	213.301	.002	.816
	Gender	39	46.130	.201	.759
	Age	1014	1174.017	.000	.751

Table 5a: Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Education of Refugee's in India (Q.16 – Q.18). The chi-square test results of Q.16 reveal statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 242.222$, $df = 112$, $p < .001$), place of birth ($\chi^2 = 305.699$, $df = 168$, $p < .001$), religion ($\chi^2 = 177.750$, $df = 112$, $p < .001$), and age ($\chi^2 = 985.941$, $df = 728$, $p < .001$) with the response of student refugee's parent about education of refugees in India. However, no statistically significant association was found for gender ($\chi^2 = 37.403$, $df = 28$, $p = .110$).

Similarly, for Q.17, the chi-square test reveals statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 224$, $p < .001$), place of birth ($\chi^2 = 435.823$, $df = 336$, $p < .001$), and age ($\chi^2 = 1742.151$, $df = 1456$, $p < .001$) with the response of student refugee's parent about education of refugees in India. However, no statistically significant association was found for religion ($\chi^2 = 245.584$, $df = 224$, $p = .154$) and gender ($\chi^2 = 64.766$, $df = 56$, $p = .197$).

For Q.18, the chi-square test results indicate statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 144$, $p < .001$), place of birth ($\chi^2 = 381.786$, $df = 216$, $p < .001$), religion ($\chi^2 = 255.992$, $df = 144$, $p < .001$), and age ($\chi^2 = 1012.848$, $df = 936$, $p = .040$) with the response of refugee student's parent about education of refugees in India. Additionally, there is a marginally significant association found

for gender ($\chi^2 = 53.011$, $df = 36$, $p = .034$).

Table 5b: Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Education of Refugee's in India (Q.19 – Q.20). The chi-square test results indicate statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 303.953$, $df = 188$, $p < .001$), place of birth ($\chi^2 = 372.797$, $df = 282$, $p < .001$), religion ($\chi^2 = 287.585$, $df = 188$, $p < .001$), and age ($\chi^2 = 1234.301$, $df = 1222$, $p = .397$) with the response of refugee student's parent about education of refugees in India. However, no statistically significant association was found for gender ($\chi^2 = 53.807$, $df = 47$, $p = .230$). Similarly, for Q.20, the chi-square test reveals statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 156$, $p < .001$), place of birth ($\chi^2 = 405.696$, $df = 234$, $p < .001$), religion ($\chi^2 = 213.301$, $df = 156$, $p = .002$), and age ($\chi^2 = 1174.017$, $df = 1014$, $p < .001$) with the response of student refugee's parent about education of refugees in India. However, no statistically significant association was found for gender ($\chi^2 = 46.130$, $df = 39$, $p = .201$).

These findings highlight the significant role of socio-demographic factors in shaping the perceptions and responses of student refugee's parents regarding the education of refugees in India. It emphasizes the need for targeted interventions and support systems that consider the diverse backgrounds and experiences of refugee students and their families in order to ensure inclusive and quality education for all.

Figure 3 *Frequency distribution of Sentiment Analysis indicating the Response of Student Refugee's Parent about Education of Refugee's in India (Q.16 - 20)*

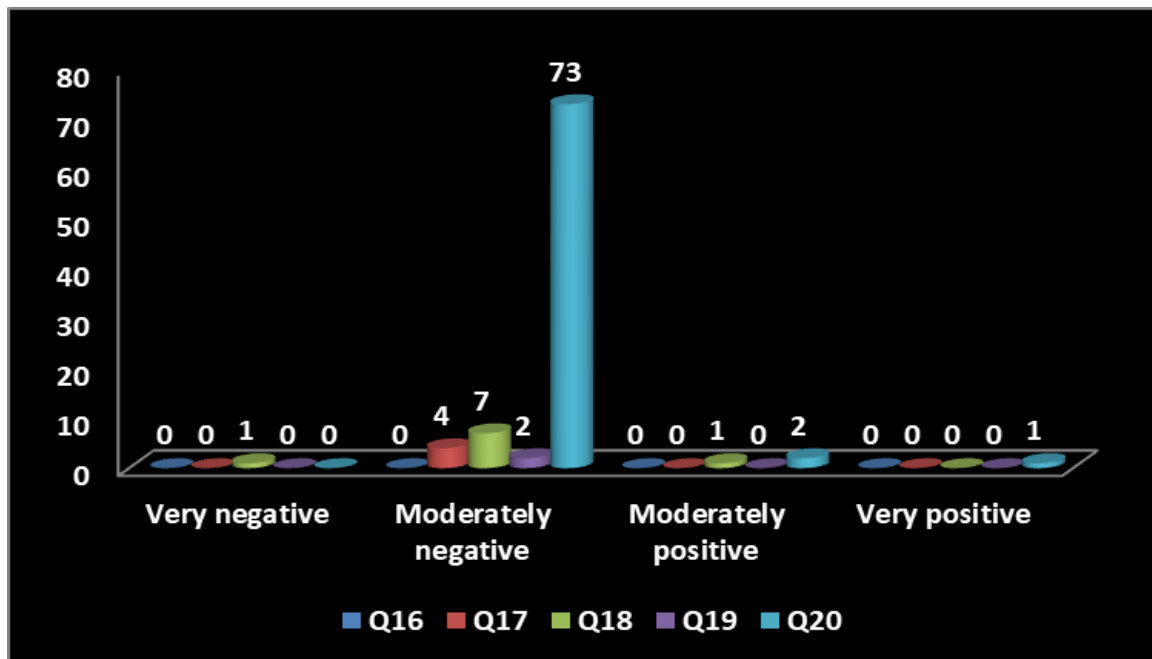


Figure 8 *Frequency distribution of Sentiment Analysis indicating the Response of Student Refugee's Parent about Education of Refugee's in India (Q.16 - 20)*

From the above Figure 3 the sentiment analysis responses from the parents of refugee students regarding various aspects of education in India (Q.16 - Q.20) can be understood. The results revealed that no sentiments were expressed in response to questions 16 and 17. For question 18, moderately negative (7) and moderately positive (1) sentiments were present, indicating challenges in managing private school fees. Question 19 received a small number of moderately negative sentiments (2), suggesting limited financial assistance received from NGOs or the government. Question 20 revealed a significant number of moderately negative sentiments (73) and two moderately positive sentiments, indicating instances where scholarships were denied due to refugee status.

Table 6

Table 0-XXXIII Table 6 Frequency Distribution and Percentage of Response of Student Refugee's Parent about Education of Refugee's in India (Q.21 - 24)

Questions	Response	Frequency	%
Q.21	No, My Ward didn't face any language barrier	57	71.3
	Yes, my ward faced and didn't get any support from	12	15.0

	school		
	Yes, my ward faced and got support from school	10	12.5
Q.22	No Such Issues were faced by my ward at school	79	98.8
	Attended Online Classes through Mobile Phone - No Support Received	57	71.3
Q.23	Attended Online Classes through Mobile Phone - Support Received through NGO	1	1.3
	No online class during pandemic. No help or device from any NGO.	21	26.3
	No electricity available at home, We recharge by batteries, Only a mobile is there at home.	4	5.0
Q.24	Yes, I have electricity and internet and I have my mobile phone to access internet.	75	93.8
	No idea/not decided yet	6	7.5
Q.25	No Such Issues were faced by my ward at school	1	1.3
	Yes, they want to pursue higher education and worries/thinks about their future	73	91.3

Table 6 presents the results of responses from the parents of refugee students regarding the education of their children in India (Q.21 - Q.24). These questions explore the language barriers faced by their wards, issues related to online classes during the pandemic, access to electricity and internet at home, and their aspirations for higher education.

In terms of language barriers, the majority of parents (71.3%) reported that their wards did not face any language barriers. However, a notable percentage (15.0%) indicated that their children faced language barriers at school without receiving any support, while a smaller proportion (12.5%) mentioned that their wards faced language barriers but received support from the school. When it comes to other issues faced by their wards at school, the majority of parents (98.8%) reported that their children did not encounter any such issues. During the pandemic, a significant number of parents (71.3%) mentioned that their wards attended online classes through a mobile phone without receiving any support. A small percentage (1.3%) indicated that support was received through an NGO. Additionally, a notable proportion (26.3%) reported that their wards had no access to online classes during the pandemic and did not

receive any help or device from an NGO.

Regarding access to electricity and the internet at home, a small percentage of parents (5.0%) reported a lack of electricity, relying on battery recharges and having only a mobile phone at home. On the other hand, a significant majority (93.8%) indicated that they have access to electricity and the internet through their mobile phones. When asked about their aspirations for higher education, the majority of parents (91.3%) expressed that their wards want to pursue higher education and have concerns or thoughts about their future. A small percentage (7.5%) mentioned that they have not yet decided or have no idea about their ward's aspirations for higher education.

The results presented in Table 6 reflect the diverse experiences and challenges faced by student refugees and their parents in the context of education in India. These findings highlight the presence of language barriers, the impact of the pandemic on online education access and support, the importance of electricity and internet connectivity at home, and the aspirations of student refugees for higher education. The resolution of these concerns necessitates cooperative endeavours among educational establishments, policymakers, and pertinent stakeholders. It is crucial to develop language support programs to help student refugees overcome language barriers and fully integrate into the educational system. Bridging the digital divide is also essential, with a focus on providing resources and support for student refugees to access online education, especially during challenging circumstances like the pandemic. Ensuring reliable electricity and internet connectivity can significantly enhance the learning experience and opportunities for student refugees. Furthermore, providing guidance and support for student refugees' aspirations for higher education is paramount. This involves offering counselling services, career guidance, and scholarship opportunities to enable their pursuit of higher education and empower them to build a better future. Supporting their educational journey not only enriches their lives but also contributes to the social integration and overall development of student refugees in India.

Table 6a

Table 0-XXXIV Table 6a Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Education of Refugee's in India (Q.21 - 23)

Questions	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
21	Country of Origin / Origin of Parents/Grandparents	208	320.000	.000	1.000
	Place of Birth	312	443.232	.000	.961
	Religion	208	205.451	.537	.801
	Gender	52	48.899	.597	.782
	Age	1352	1698.160	.000	.904
22	Country of Origin / Origin of Parents/Grandparents	108	285.005	.000	0.944
	Place of Birth	162	342.191	.000	.844
	Religion	108	192.201	.000	.775
	Gender	27	28.346	.393	.595
	Age	702	768.902	.040	.608
23	Country of Origin / Origin of Parents/Grandparents	220	320.000	.000	1.000
	Place of Birth	330	446.220	.000	.964
	Religion	220	243.963	.128	.873
	Gender	55	56.563	.416	.841
	Age	1430	1698.978	.000	.904

Table 6b

Table 0-XXXV Table 6b Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Education of Refugee's in India (Q.24 - 25)

Questions	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
24	Country of Origin / Origin of Parents/Grandparents	188	320.000	.000	1.000
	Place of Birth	282	418.397	.000	.934
	Religion	188	237.432	.008	.861
	Gender	47	59.545	.104	.863
	Age	1222	1364.599	.003	.810

25	Country of Origin / Origin of Parents/Grandparents	260	320.000	.007	1.000
	Place of Birth	390	441.597	.036	.959
	Religion	260	279.283	.196	.934
	Gender	65	67.500	.392	.919
	Age	1690	1784.692	.054	.926

Table 6a: Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Education of Refugee's in India (Q.21 - Q.23). The chi-square test results of Q.21 reveal statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 208$, $p < .001$), place of birth ($\chi^2 = 443.232$, $df = 312$, $p < .001$), and age ($\chi^2 = 1698.160$, $df = 1352$, $p < .001$) with the response of student refugee's parent about education of refugees in India. However, no statistically significant association was found for religion ($\chi^2 = 205.451$, $df = 208$, $p = .537$) and gender ($\chi^2 = 48.899$, $df = 52$, $p = .597$).

Similarly, for Q.22, the chi-square test reveals statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 285.005$, $df = 108$, $p < .001$), place of birth ($\chi^2 = 342.191$, $df = 162$, $p < .001$), religion ($\chi^2 = 192.201$, $df = 108$, $p < .001$), and age ($\chi^2 = 768.902$, $df = 702$, $p = .040$) with the response of student refugee's parent about education of refugees in India. However, no statistically significant association was found for gender ($\chi^2 = 28.346$, $df = 27$, $p = .393$).

For Q.23, the chi-square test results indicate statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 220$, $p < .001$), place of birth ($\chi^2 = 446.220$, $df = 330$, $p < .001$), and age ($\chi^2 = 1698.978$, $df = 1430$, $p < .001$) with the response of student refugee's parent about education of refugees in India. However, no statistically significant association was found for religion ($\chi^2 = 243.963$, $df = 220$, $p = .128$) and gender ($\chi^2 = 56.563$, $df = 55$, $p = .416$).

Table 6b: Chi-Square Test for Socio-Demographic Factors and Response of Student Refugee's Parent about Education of Refugee's in India (Q.24 - Q.25). The chi-square test results indicate statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 188$, $p < .001$), place of birth ($\chi^2 = 418.397$, $df = 282$, $p < .001$), and age ($\chi^2 = 1364.599$, $df = 1222$, $p = .003$) with the response of student refugee's parent about education of refugees in India. Additionally, there is a statistically significant

association found for religion ($\chi^2 = 237.432$, $df = 188$, $p = .008$). However, no statistically significant association was found for gender ($\chi^2 = 59.545$, $df = 47$, $p = .104$).

Similarly, for Q.25, the chi-square test reveals statistically significant associations between the country of origin/origin of parents/grandparents ($\chi^2 = 320.000$, $df = 260$, $p = .007$), place of birth ($\chi^2 = 441.597$, $df = 390$, $p = .036$), and age ($\chi^2 = 1784.692$, $df = 1690$, $p = .054$) with the response of student refugee's parent about education of refugees in India. However, no statistically significant association was found for religion ($\chi^2 = 279.283$, $df = 260$, $p = .196$) and gender ($\chi^2 = 67.500$, $df = 65$, $p = .392$).

These findings emphasize the significant influence of socio-demographic factors on the responses of student refugee's parents regarding the education of refugees in India. They highlight the importance of considering factors such as country of origin, place of birth, age, religion, and gender when addressing the educational needs and experiences of refugee students. Targeted support and interventions tailored to the diverse backgrounds and circumstances of refugee families can contribute to more inclusive and effective education policies and programs.

Figure 4 *Frequency distribution of Sentiment Analysis indicating the Response of Student Refugee's Parent about Education of Refugee's in India (Q.21 to 25)*

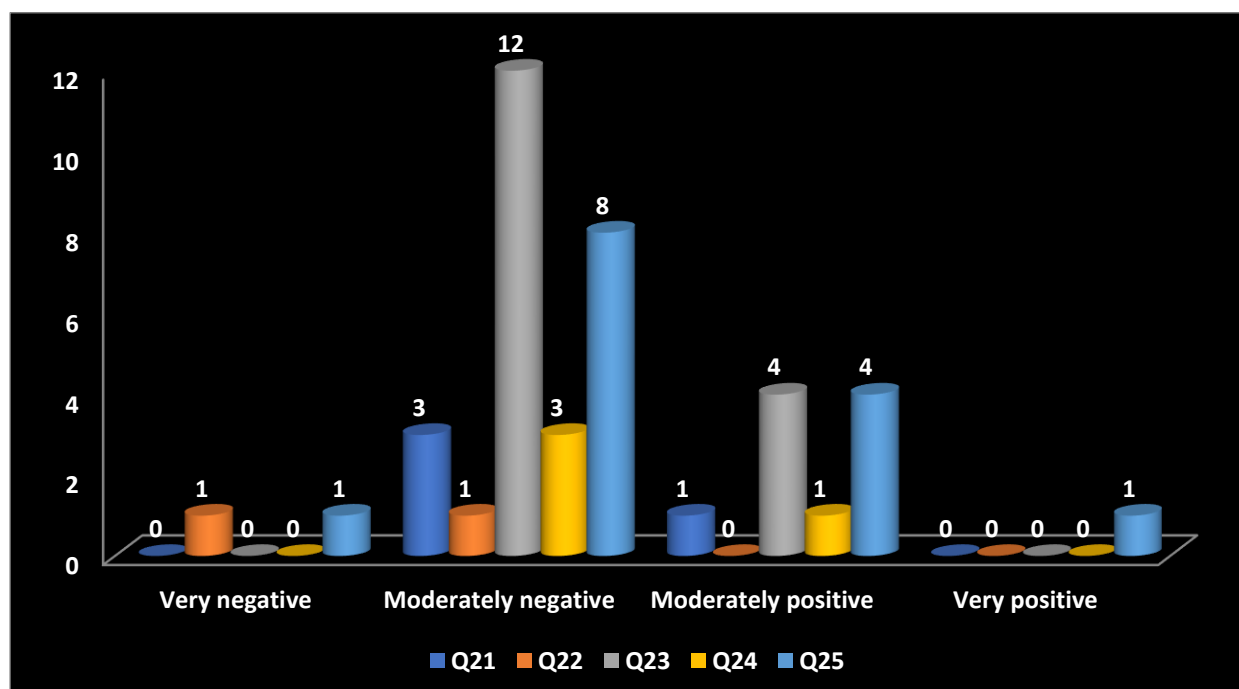


Figure 9 *Frequency distribution of Sentiment Analysis indicating the Response of Student Refugee's Parent about Education of Refugee's in India (Q.21 to 25)*

The above figure 4 discusses the sentiment analysis results for the questions related to the parents of refugee students regarding the education of their children in India (Q.21 - Q.24) are

as follows:

For question 21, there were a few moderately negative (3) and one moderately positive sentiment, indicating language barriers faced by children and limited assistance received to overcome them. Question 22 received one very negative and one moderately negative sentiment, suggesting incidents of abuse faced by children and the need for appropriate reporting mechanisms. Question 23 showed moderately negative (12) and moderately positive (4) sentiments, indicating challenges with online classes during the pandemic and limited assistance received. Similarly, question 24 had three moderately negative and one moderately positive sentiment, suggesting limited access to electricity, internet, and devices for online education. Lastly, question 25 received a mix of moderately negative (8) and moderately positive (4) sentiments, indicating concerns and worries related to career choices after completing school education.

6.1.3 Report on the Teachers

Table 1

Table 0-XXXVI able 1 Frequency Distribution (n = 51) and Percentage of Socio-Demographic Variables

Socio-Demographic Variables		Frequency	%
Designation	Head Master/Principal	8	15.7
	Primary/Secondary Teacher	22	43.1
	TGT/PGT Teacher	21	41.2
Type of School	Government Institutions	26	51.0
	Private Institutions	25	49.0
Religion	Buddhist	30	58.8
	Christian	4	7.8
	Hindu	15	29.4
	Indigenous/Local Religion	2	3.9
Gender	Female	19	37.3
	Male	32	62.7
Age	Less than 25 Years	4	7.9

26 - 40 Years	27	52.9
41 - 60 Years	20	39.2

The above data table 1 provide insights into the socio-demographic variables related to the respondents' designations, type of school, religion, gender, and age. In terms of designations, the majority of respondents were primary/secondary teachers (43.1%) and TGT/PGT teachers (41.2%), with a smaller proportion being headmasters/principals (15.7%). Moving to the type of school, the data indicates a relatively equal distribution between government institutions (51.0%) and private institutions (49.0%). Regarding religion of the respondents, the majority of them identified as Buddhist (58.8%), followed by Hindus (15, 29.4%), Christians (7.8%), and those practicing indigenous/local religions (3.9%). When considering gender, there was a higher representation of male participants (62.7%) compared to females (37.3%). Lastly, analysing the respondents' age, the data shows a diverse distribution. A small proportion of participants were less than 25 years old (7.9%), while the majority fell into the 26-40 years age group (52.9%). A significant number of participants were in the 41-60 years age range that is 39.2 per cent. Overall, the data provides valuable information about the demographics of the participants and revealed a notable presence of teachers in various capacities, with a fairly balanced distribution between government and private schools. The religious composition is primarily Buddhist, followed by Hindus, Christians, and those practicing indigenous/local religions. In terms of gender, there is a slightly higher representation of males. Lastly, the participants' ages are diverse, with a significant proportion falling within the 26-40 years range.

Table 2

Table 0-XXXVII Table 2 Frequency Distribution (n=51) and Percentage of Questions among Teachers of Refugee Students' in India (Q.7 – Q.11)

Questions	Frequency	%
Between 100 and 200 Students	7	13.7
Between 200 and 300 Students	9	17.6
Between 300 and 400 Students	7	13.7
I taught largely to the Refugee Students only	10	19.6
Less than 100 Students	16	31.4
More than 500	2	3.9

Q.8	No, irregular due to lack of parental control/family issues/lack of infrastructure.	8	15.7
	Yes, they are regular as like other students.	43	84.3
Q.9	They do face language barrier, for better understanding, I (Teachers) used to explain in their Own Language.	25	49.0
	They do not have language barrier; They speak local language/medium of instruction is English.	26	51.0
Q.10	It varies, depending upon the students. Some are attentive and some are not.	15	29.4
	They are not attentive at classes due to various issues.	4	7.8
	Yes, they are attentive and submit their homework's on time.	32	62.7
Q.11	It varies from student to student and class to class.	15	29.4
	Moderate/Average	6	11.8
	Not attentive due to various reasons.	14	27.5
	Well/Good/Satisfactory	16	31.4

The data results presented in Table 2 deliver an insight into responses to questions posed to teachers of refugee students in India (Q.7 - Q.11). Starting with Question 7, the majority of teachers indicated that they taught to a range of student populations, with the highest percentage falling between 100 and 200 students (13.7%), followed closely by between 200 and 300 students (17.6%) and between 300 and 400 students (13.7%). A significant proportion of teachers mentioned that they taught largely to refugee students only (19.6%), while a considerable number taught to less than 100 students (31.4%). A small minority mentioned having more than 500 students (3.9%). For the question 8, the responses indicate that the majority of teachers reported regular attendance of refugee students, similar to other students (84.3%), while a smaller proportion mentioned irregular attendance due to factors such as lack of parental control, family issues, or infrastructure challenges (15.7%).

With regard to question no. 9, teachers shared their observations on language barriers faced by refugee students. Almost half of the teachers reported that students do face language barriers, and to aid understanding, they explained concepts in the students' own language (49.0%). Conversely, a slightly higher percentage of teachers mentioned that refugee students do not have language barriers, as they either speak the local language or the medium of instruction is English (51.0%). Further, looking at the next question, a significant number of teachers mentioned that student attentiveness varies, with some being attentive and some not (29.4%). A smaller percentage reported that students are not attentive due to various issues (7.8%), while the majority mentioned that students are attentive and submit their homework on time (62.7%). Finally, in response to eleventh question, teachers noted that student performance and attentiveness varied from student to student and class to class (29.4%). Some teachers described it as moderate/average (11.8%), while others mentioned that students were not attentive due to various reasons (27.5%). On the other hand, a substantial percentage of teachers rated student performance as well/good/satisfactory (31.4%).

Table 2a

Table 0-XXXVIII Table 2a Chi-Square Test for Socio-Demographic Factors and Questions among Teachers of Refugee Students' in India (Q.7 – Q.9)

Questions	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
7	Designation	10	15.386	.119	.388
	Type of School	5	13.604	.018	.516
	Religion	15	33.082	.005	.465
	Gender	5	10.749	.057	.459
	Age	140	151.501	.239	.771
8	Designation	2	12.507	.002	.495
	Type of School	1	9.123	.003	.423
	Religion	3	16.219	.001	.564
	Gender	1	0.659	.417	.114
	Age	28	32.727	.246	.801
9	Designation	2	1.256	.534	.157
	Type of School	1	4.404	.036	.294

Religion	3	15.586	.001	.553
Gender	1	1.797	.180	.188
Age	28	30.325	.348	.771

The chi-square test was conducted to examine the association between socio-demographic factors and teachers' responses to specific questions regarding refugee students in India. For Question 7, which focused on the number of students from refugee families taught by the teachers, the analysis revealed significant associations with certain socio-demographic variables. The designation of teachers ($\chi^2 = 15.386$, $p = .119$) and the type of school ($\chi^2 = 13.604$, $p = .018$) showed statistically significant relationships with the responses. Additionally, the religion variable ($\chi^2 = 33.082$, $p = .005$) and the gender variable ($\chi^2 = 10.749$, $p = .057$) also exhibited significant associations. The Cramer's V values for these variables indicated a moderate effect size, ranging from .388 to .516. This suggests that the designation and type of school have some influence on the number of refugee students taught by the teachers. Moving to Question 8, which explored the regularity of students from refugee families in attending school, the chi-square test revealed significant associations with the designation of teachers ($\chi^2 = 12.507$, $p = .002$), the type of school ($\chi^2 = 9.123$, $p = .003$), and the religion variable ($\chi^2 = 16.219$, $p = .001$). The gender variable ($\chi^2 = 0.659$, $p = .417$) did not exhibit a statistically significant association. The effect size, measured by Cramer's V, ranged from .423 to .495, indicating a moderate to strong relationship. The results suggest that the designation, type of school, and religion of the teachers may play a role in the regularity of attendance among students from refugee families.

Lastly, for Question 9, which focused on teachers' opinions regarding language barriers faced by refugee students, significant associations were found with the religion variable ($\chi^2 = 15.586$, $p = .001$) and the type of school variable ($\chi^2 = 4.404$, $p = .036$). The designation of teachers ($\chi^2 = 1.256$, $p = .534$), the gender variable ($\chi^2 = 1.797$, $p = .180$), and the age variable ($\chi^2 = 30.325$, $p = .348$) did not show statistically significant associations. The religion variable demonstrated a strong relationship (Cramer's V = .553), while the type of school variable exhibited a moderate effect size (Cramer's V = .294). These findings suggest that socio-demographic factors, such as designation, type of school, religion, gender, and age, are associated with teachers' responses to questions related to the number of students, attendance patterns, and language barriers among refugee students in India.

Table 2b

Table 0-XXXIX Table 2b Chi-Square Test for Socio-Demographic Factors and Questions among Teachers of Refugee Students' in India (Q.10 – Q.11)

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
10	Designation	4	7.859	.097	0.278
	Type of School	2	4.174	.124	.286
	Religion	6	17.579	.007	.415
	Gender	2	10.564	.005	.455
	Age	56	71.427	.080	.837
11	Designation	6	16.999	.009	0.408
	Type of School	3	2.565	.464	.224
	Religion	9	12.655	.179	.288
	Gender	3	5.450	.142	.327
	Age	84	93.088	.233	.780

The Chi-Square test was conducted to examine the relationship between socio-demographic factors and the responses provided by teachers of refugee students in India particularly focusing on Question 10 and 11. Firstly, question 10 explored the attentiveness of students belonging to refugee families in class and their submission of homework on time. The results indicated significant associations with the socio-demographic variables of religion ($\chi^2 = 17.579$, $p = .007$, Cramer's $V = .415$) and gender ($\chi^2 = 10.564$, $p = .005$, Cramer's $V = .455$). These findings suggest that the religion and gender of the teachers may influence the attentiveness and timely submission of homework among students from refugee families. Teachers with different religious backgrounds or genders may observe variations in the level of engagement and adherence to deadlines among these students. This could be influenced by cultural factors, personal beliefs, or teaching approaches employed by the teachers. Question 11 examined the performance of students belonging to refugee families in examinations, particularly the source of exam questions. The analysis revealed a significant association with the socio-demographic variable of designation ($\chi^2 = 16.999$, $p = .009$, Cramer's $V = .408$). This indicates that the designation of the teachers may influence the preparation of exam questions for refugee students. Teachers with different designations may have different roles and responsibilities in the preparation of exam materials, potentially affecting the nature or content of the questions

provided to refugee students.

Figure 1 *Frequency distribution of Sentiment Analysis indicating the response of Teachers of Refugee Students' in India (Q.7 – Q.11)*

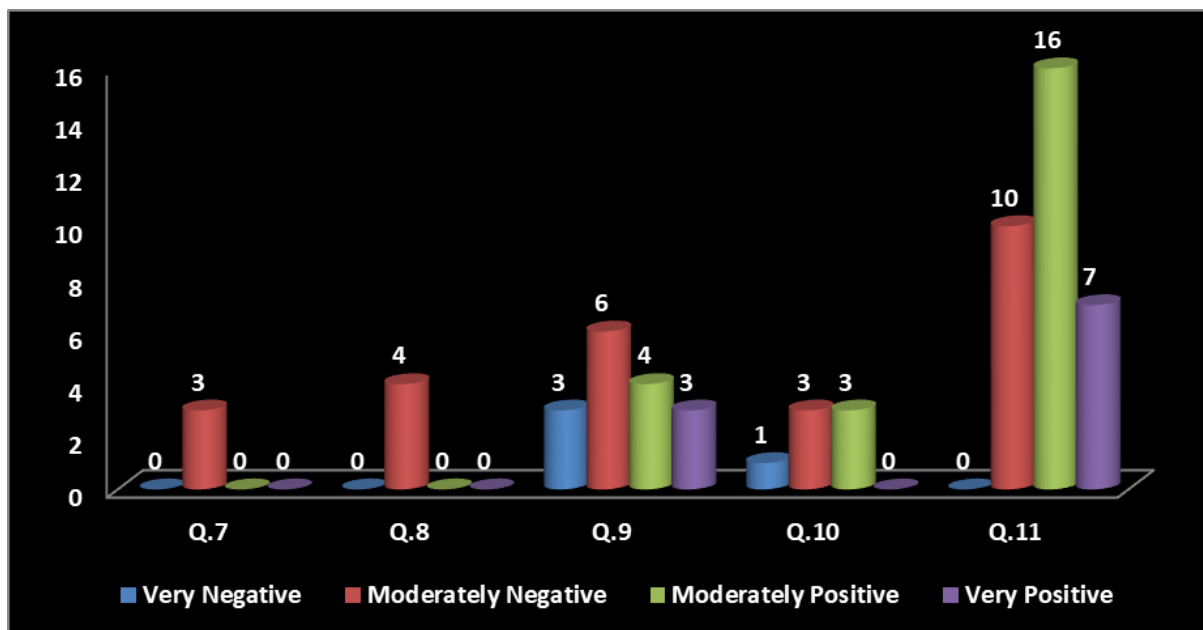


Figure 10 Frequency distribution of Sentiment Analysis indicating the response of Teachers of Refugee Students' in India (Q.7 – Q.11)

The above figure 1 discusses the sentiment analysis results for the questions related to teachers' experiences with students belonging to refugee families are as follows: The Question 7 of the research tool developed for teachers aimed to determine the number of students from refugee families currently being taught or previously taught by the teachers. The sentiment analysis revealed that there were no very negative or very positive sentiments expressed (0% each). However, a small proportion of teachers expressed moderately negative sentiments (6%) regarding this question. The lack of negative sentiments suggests that teachers may have had positive experiences or neutral opinions when teaching students from refugee families. Further, question 8 explored whether students from refugee families regularly attend school and if not, the reasons behind their irregular attendance. The sentiment analysis indicated that there were no very negative or very positive sentiments expressed (0% each). However, a few teachers (8%) expressed moderately negative sentiments, possibly indicating that some students from refugee families may face challenges in attending school regularly.

Furthermore, question 9 focused on the teachers' opinions regarding the language barrier faced by refugee students in coping with their studies and whether they provide special classes or

sessions to overcome this barrier. The sentiment analysis showed a mix of sentiments, with moderately negative sentiments (16%) being the highest, followed by moderately positive sentiments (12%). This suggests that while some teachers acknowledge the language barrier and make efforts to address it, others may have encountered difficulties in providing specialized support. Question 10 examined the attentiveness of students from refugee families in class and their submission of homework on time. The sentiment analysis revealed a small number of very negative (4%) and moderately negative (8%) sentiments. This indicates that some teachers may perceive challenges in terms of attentiveness and timely homework submission among students from refugee families. Finally, question 11 explored the performance of students from refugee families in examinations. The sentiment analysis indicated no very negative sentiments (0%), but a significant number of moderately negative (20%) and moderately positive (37%) sentiments were expressed. This suggests that while some teachers may have concerns about the performance of refugee students in examinations, others may have observed satisfactory or even positive performance outcomes.

The low number of sentiment results deducted by NVivo for above questions could be due to limited data or responses, neutral or ambiguous responses, complexity in sentiment detection, however, with the available results suggest that teachers' experiences with students from refugee families are varied. While some teachers may have positive or neutral experiences, others may encounter challenges related to irregular attendance, language barriers, attentiveness in class, and examination performance among these students. These findings highlight the importance of providing targeted support, such as language assistance programs, inclusive teaching strategies, and individualized academic support, to help students from refugee families overcome barriers and thrive in their educational journey. Additionally, professional development programs for teachers can enhance their cultural competence and enable them to better understand and address the specific needs of students from diverse backgrounds.

Table 3

Table 0-XLTable 3 Frequency Distribution (n=51) and Percentage of Questions among Teachers of Refugee Students' in India (Q.12 – Q.16)

Questions	Frequency	%
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	Average/less participation	8	15.7
Q.12	No participation at all	2	3.9
	Yes, they do participate and contribute	41	80.4
Q.13	No Discriminations, they behave friendly and support each other	46	90.2
	Not Applicable	4	7.8
	They behave well with each other, especially the refugee families. They don't face any discrimination or any avoidance as far as I am aware."	1	2.0
Q.14	Dropout's rate is less, and it happens largely in higher classes.	30	58.8
	No dropouts	21	41.2
Q.15	No, they don't speak	21	41.2
	We never asked about their background	10	19.6
	Yes, they do openly speak about their refugee background.	20	39.2
Q.16	No, They do not get anything free.	10	19.6
	They only get free text books/Uniform/Mid-day Meal.	13	25.5
	Yes, they get the benefits given by the Government.	28	54.9

The frequency distribution table provides insights into the responses given by teachers of refugee students in India for questions related to various aspects of their students' experiences. In question no 12 when asked about student participation in group activities like sports and annual functions, the majority of teachers (80.4%) reported that students belonging to refugee families do participate and contribute. Only a small proportion of teachers (15.7%) mentioned average or less participation, while a very few teachers (3.9%) reported no participation at all. Meanwhile, inquiring about the behaviour of other students towards those belonging to refugee families in question no. 13, the results were overwhelmingly positive. A significant majority of teachers (90.2%) stated that there are no discriminations, and students behave friendly towards each other, offering support and inclusion. A small percentage (2.0%) reported that the refugee families do not face any discrimination or avoidance based on their awareness. Only one teacher (2.0%) mentioned that the students, including the refugee families, behave well with each other. Further, in question 14 when asked about the dropout rate among students

belonging to refugee families, the findings indicate that it is relatively low, majority of teachers (58.8%) reported some dropouts, mostly occurring in higher classes. However, a significant proportion (41.2%) mentioned no dropouts among these students. Regarding the openness of students belonging to refugee families about their refugee background in question 15, the responses were varied. A sizeable portion of teachers (41.2%) reported that these students do not speak openly about their background, while 19.6% mentioned that they had never asked about it. On the other hand, a notable percentage (39.2%) stated that students do openly speak about their refugee background when given the opportunity. In terms of access to free resources such as books, uniforms, shoes, and bags, the findings indicate some variation. A minority of teachers (19.6%) reported that students belonging to refugee families do not receive anything for free. However, a significant proportion (54.9%) mentioned that these students receive benefits provided by the government, while 25.5% specified that they only receive free textbooks, uniforms, and mid-day meals. These findings shed light on the experiences and perceptions of teachers regarding student participation, behaviour, dropout rates, openness about refugee background, and access to resources among students belonging to refugee families in India.

Table 3a

Table 0-XLI Table 3a Chi-Square Test for Socio-Demographic Factors and Questions among Teachers of Refugee Students' in India (Q.12 – Q.14)

Questions	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
12	Designation	4	.616	.961	.078
	Type of School	2	5.092	.078	.316
	Religion	6	6.432	.377	.251
	Gender	2	8.429	.015	.407
	Age	56	56.235	.466	.743
13	Designation	4	2.309	.679	.150
	Type of School	2	5.765	.056	.336
	Religion	6	3.880	.693	.195
	Gender	2	.873	.646	.131
	Age	56	57.467	.421	.751
14	Designation	2	.070	.966	.037

Type of School	1	14.567	.000	.534
Religion	3	4.966	.174	.312
Gender	1	0.011	.917	.015
Age	28	25.885	.579	.712

Table 3a presents the results of the chi-square test conducted to explore the association between socio-demographic factors and questions regarding student participation in group activities, behaviour of other students, and the dropout rate among students belonging to refugee families.

The analysis revealed that there were no significant associations between socio-demographic factors and the participation of students belonging to refugee families in group activities like sports and annual functions ($p > 0.05$). This question 12 aimed to understand whether socio-demographic factors such as designation, type of school, religion, gender, and age influenced the participation of refugee students in group activities. The chi-square test results showed no statistically significant relationships for any of these factors [Designation ($\chi^2 = 0.616$, $p = 0.961$, Cramer's $V = 0.078$), Type of School ($\chi^2 = 5.092$, $p = 0.078$, Cramer's $V = 0.316$), Religion ($\chi^2 = 6.432$, $p = 0.377$, Cramer's $V = 0.251$), Gender ($\chi^2 = 8.429$, $p = 0.015$, Cramer's $V = 0.407$), Age ($\chi^2 = 56.235$, $p = 0.466$, Cramer's $V = 0.743$)]. These findings suggest that factors such as the designation of teachers, type of school, religion, gender, and age do not significantly influence the participation of refugee students in group activities.

The chi-square test results indicated that there were no significant associations between socio-demographic factors and the behaviour of other students towards those belonging to refugee families ($p > 0.05$). The question 13 aimed to explore the behaviour of other students towards refugee students and whether the latter faced any kind of discrimination or avoidance. The chi-square test results did not reveal any statistically significant relationships for any of the socio-demographic factors [Designation ($\chi^2 = 2.309$, $p = 0.679$, Cramer's $V = 0.150$), Type of School ($\chi^2 = 5.765$, $p = 0.056$, Cramer's $V = 0.336$), Religion ($\chi^2 = 3.880$, $p = 0.693$, Cramer's $V = 0.195$), Gender ($\chi^2 = 0.873$, $p = 0.646$, Cramer's $V = 0.131$), Age ($\chi^2 = 57.467$, $p = 0.421$, Cramer's $V = 0.751$)]. These findings suggest that socio-demographic factors do not significantly influence the behaviour of other students towards refugee students, and they do not face discrimination or avoidance based on these factors.

The chi-square test results indicated that there were no significant associations between socio-

demographic factors and the dropout rate among students belonging to refugee families ($p > 0.05$). Question 14 aimed to assess the dropout rate among refugee students and whether it varied based on socio-demographic factors. The chi-square test results showed no statistically significant relationships for any of the socio-demographic factors [Designation ($\chi^2 = 0.070$, $p = 0.966$, Cramer's $V = 0.037$), Type of School ($\chi^2 = 14.567$, $p < 0.001$, Cramer's $V = 0.534$), Religion ($\chi^2 = 4.966$, $p = 0.174$, Cramer's $V = 0.312$), Gender ($\chi^2 = 0.011$, $p = 0.917$, Cramer's $V = 0.015$), Age ($\chi^2 = 25.885$, $p = 0.579$, Cramer's $V = 0.712$)]. These findings suggest that socio-demographic factors do not significantly influence the dropout rate among students belonging to refugee families.

Table 3b

Table 0-XLII Table 3b Chi-Square Test for Socio-Demographic Factors and Questions among Teachers of Refugee Students' in India (Q.15 – Q.16)

Question	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
15	Designation	4	15.165	.004	.386
	Type of School	2	17.616	.000	.588
	Religion	6	27.742	.000	.522
	Gender	2	2.802	.246	.234
	Age	56	58.073	.399	.755
16	Designation	4	2.264	.687	.149
	Type of School	2	10.033	.007	.444
	Religion	6	3.196	.784	.177
	Gender	2	2.069	.355	.201
	Age	56	63.453	.230	.789

With regard to the chi-square test results between socio-demographic factors and the openness of refugee students to speak about their refugee background indicated that there were significant associations ($p < 0.05$). Question 15 aimed to understand whether socio-demographic factors influenced the willingness of refugee students to openly discuss their refugee background. The chi-square test results revealed statistically significant relationships for some of the socio-demographic factors [Designation ($\chi^2 = 15.165$, $p = 0.004$, Cramer's $V = 0.386$), Type of School ($\chi^2 = 17.616$, $p < 0.001$, Cramer's $V = 0.588$), Religion ($\chi^2 = 27.742$,

$p < 0.001$, Cramer's $V = 0.522$), Gender ($\chi^2 = 2.802$, $p = 0.246$, Cramer's $V = 0.234$), Age ($\chi^2 = 58.073$, $p = 0.399$, Cramer's $V = 0.755$)]. These findings suggest that factors such as designation, type of school, religion, and age may influence the willingness of refugee students to openly discuss their refugee background.

The chi-square test results of question no 16 indicated that there were significant associations between socio-demographic factors and the provision of free resources to refugee students ($p < 0.05$). This question aimed to explore whether socio-demographic factors influenced the availability of free books, school uniforms, school shoes, and school bags for refugee students. The chi-square test results revealed statistically significant relationships for some of the socio-demographic factors [Designation ($\chi^2 = 2.264$, $p = 0.687$, Cramer's $V = 0.149$), Type of School ($\chi^2 = 10.033$, $p = 0.007$, Cramer's $V = 0.444$), Religion ($\chi^2 = 3.196$, $p = 0.784$, Cramer's $V = 0.177$), Gender ($\chi^2 = 2.069$, $p = 0.355$, Cramer's $V = 0.201$), Age ($\chi^2 = 63.453$, $p = 0.230$, Cramer's $V = 0.789$)]. These findings suggest that socio-demographic factors may influence the provision of free resources to refugee students, such as textbooks, uniforms, and other essential items.

Figure 2 *Frequency distribution of Sentiment Analysis indicating the response of Teachers of Refugee Students' in India (Q.12 – Q.16)*

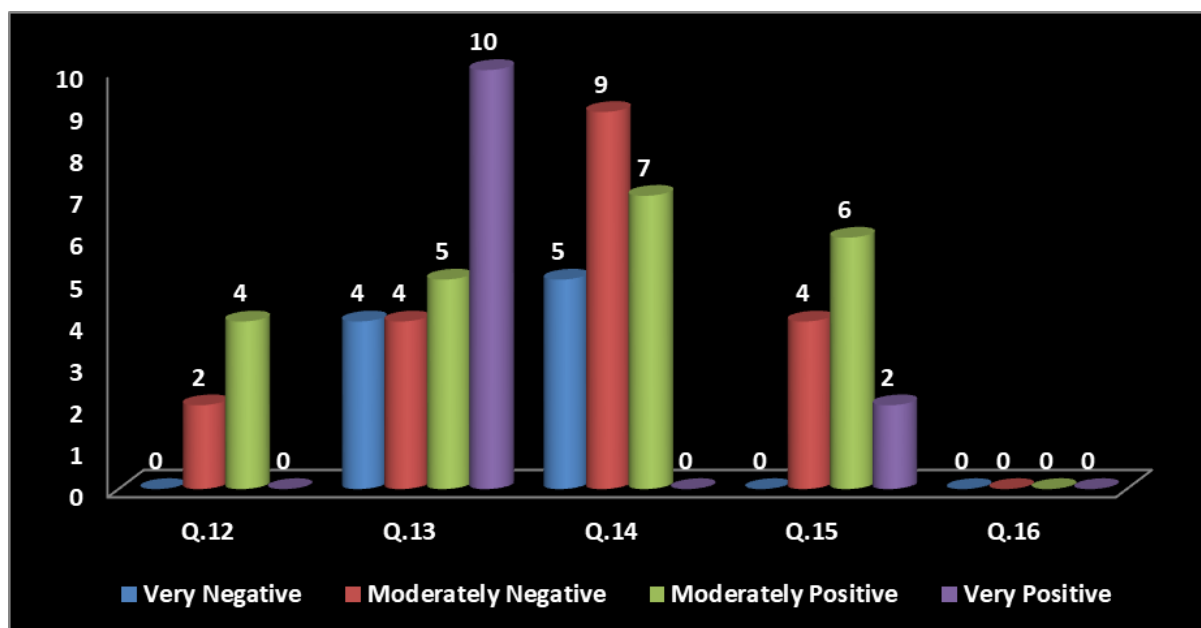


Figure 11 Frequency distribution of Sentiment Analysis indicating the response of Teachers of Refugee Students' in India (Q.12 – Q.16)

The sentiment analysis results of the above-mentioned figure 2 provides the responses of the

teachers of refugee students in India. In question 12 the respondents were asked that "Do the students belonging to refugee families participate in group activities like sports and annual functions?" for that question, the sentiment analysis reveals that there were no instances of very negative or very positive sentiments (0) in relation to the participation of refugee students in group activities. However, there were 2 instances of moderately negative sentiments and 4 instances of moderately positive sentiments. These results suggest that there is a mixed sentiment among teachers regarding the participation of refugee students in group activities. Further, with regard to the question 13 i.e. "How do the other students behave with the students belonging to refugee families? Does the latter face any kind of discrimination? Are they avoided by the other students?" The sentiment analysis indicates that there were 4 instances of very negative sentiments, 4 instances of moderately negative sentiments, 5 instances of moderately positive sentiments, and 10 instances of very positive sentiments. These findings suggest that the majority of teachers perceive the behaviour of other students towards those belonging to refugee families as positive and supportive. It indicates that refugee students are not likely to face discrimination or avoidance from their peers.

With regard to the question 14 "What is the dropout rate among students belonging to refugee families?" The sentiment analysis shows that there were 5 instances of very negative sentiments, 9 instances of moderately negative sentiments, 7 instances of moderately positive sentiments, and no instances of very positive sentiments. These results suggest that teachers have expressed concerns and negative sentiments regarding the dropout rate among students belonging to refugee families. The higher number of negative sentiments implies that there may be challenges and issues contributing to the dropout rate.

Finally, question 15 asked "Do the students belonging to refugee families openly speak about their refugee background if they are ever asked to say a few words about themselves before the class?" The sentiment analysis reveals that there were no instances of very negative sentiments, 4 instances of moderately negative sentiments, 6 instances of moderately positive sentiments, and 2 instances of very positive sentiments. These findings indicate that while some refugee students may feel hesitant or less comfortable discussing their refugee background, there is still a significant number of students who express positive sentiments and openly share their experiences. In summary, the sentiment analysis provides insights into the perceptions and sentiments of teachers regarding the participation of refugee students in group activities, the behaviour of other students towards them, the dropout rate, and their openness to discussing

their refugee background. The mixed sentiments observed in the results suggest that there are varying experiences and challenges faced by refugee students in the school environment. These findings highlight the importance of creating inclusive and supportive educational settings for students belonging to refugee families.

Table 4

Table 0-XLIII Table 4 Frequency Distribution (n=51) and Percentage of Questions among Teachers of Refugee Students' in India (Q.17 – Q.19)

Questions		Frequency	%
Q.17	They never shared about their issues/Usually Never	23	45.1
	Very Rarely/hardly shares about their personal problems	8	15.7
	Yes, mostly about present and future life	20	39.2
Q.18	No	39	76.5
	Yes, I counselled them but not in professional way	12	23.5
Q.19	Infrastructure/Staff/Other Facilities to be strengthened	26	51.0
	No other issues.	16	31.4
	Required Awareness/Teachers Training	8	15.7

Table 4 provides the frequency distribution and percentage of questions among teachers of refugee students in India. The analysis of responses for the question 17 "Do the students belonging to refugee families ever speak about their personal problems with you? What kind of problems?" revealed that 45.1 per cent of the teachers reported that students never shared their issues. A further 15.7 per cent of the teachers mentioned that students very rarely or hardly share about their personal problems. In contrast, 39.2 per cent of the teachers stated that students mostly speak about their present and future life. These findings suggest that a significant proportion of teachers perceive limited disclosure of personal problems by students belonging to refugee families. However, it is worth noting that a considerable number of teachers acknowledge that students do share their concerns, particularly regarding their present and future life situations. Regarding the question 18 "Have you ever found any student belonging to a refugee family suffering from any kind of mental trauma? How do you counsel them?", 76.5 per cent of the teachers answered "No," indicating that they had not encountered

students suffering from any form of mental trauma. On the other hand, 23.5 per cent of the teachers reported that they had counselled students, although not in a professional manner. These results suggest that the majority of teachers have not come across students experiencing mental trauma among refugee families. However, some teachers have provided informal counselling support to students in need.

Finally, in response to the question 19 "Any other issues they wanted to tell us about the problems/concerns of refugee students or of the teachers?" A majority (51.0%) of the teachers mentioned the need to strengthen infrastructure, staff, and other facilities. Additionally, 31.4 per cent of the teachers stated that there were no other issues, while 15.7 per cent highlighted the requirement for awareness and teacher training. These findings indicate that a significant proportion of teachers prioritize the improvement of infrastructure, staff support, and other facilities to address the challenges faced by refugee students. However, it is important to acknowledge that some teachers have not identified any other specific issues, while others emphasize the importance of raising awareness and providing appropriate training for teachers.

Table 4a

Table 0-XLIV Table 4a Chi-Square Test for Socio-Demographic Factors and Questions among Teachers of Refugee Students' in India (Q.17 – Q.19)

Questions	Socio-Demographic Variable	df	χ^2	Sig.	Cramer's V
17	Designation	4	.773	.942	.087
	Type of School	2	3.412	.182	.259
	Religion	6	11.067	.086	.329
	Gender	2	.832	.660	.128
	Age	56	60.840	.306	.772
18	Designation	2	.713	.700	.118
	Type of School	1	0.545	.460	.103
	Religion	3	3.760	.289	.272
	Gender	1	0.103	.748	.045
	Age	28	24.138	.674	.688
19	Designation	6	12.734	.047	.353

Type of School	3	1.385	.709	.165
Religion	9	11.185	.263	.270
Gender	3	6.390	.094	.354
Age	84	88.065	.359	.759

Table 4a presents the results of the chi-square test conducted to explore the association between socio-demographic factors and questions related to students' sharing of personal problems, encountering mental trauma, and other issues among teachers of refugee students in India. The chi-square test results of question 17 indicated that there were no significant associations between socio-demographic factors and students' sharing of personal problems with teachers ($p > 0.05$). [Designation ($\chi^2 = 0.773$, $p = 0.942$), Type of School ($\chi^2 = 3.412$, $p = 0.182$), Religion ($\chi^2 = 11.067$, $p = 0.086$), Gender ($\chi^2 = 0.832$, $p = 0.660$), Age ($\chi^2 = 60.840$, $p = 0.306$)]. These findings suggest that socio-demographic factors such as designation, type of school, religion, gender, and age do not significantly influence the likelihood of students belonging to refugee families sharing their personal problems with teachers. Further, the chi-square test results for question 18 revealed no significant associations between socio-demographic factors and encountering students suffering from mental trauma among teachers ($p > 0.05$). [Designation ($\chi^2 = 0.713$, $p = 0.700$), Type of School ($\chi^2 = 0.545$, $p = 0.460$), Religion ($\chi^2 = 3.760$, $p = 0.289$), Gender ($\chi^2 = 0.103$, $p = 0.748$), Age ($\chi^2 = 24.138$, $p = 0.674$)]. These results indicate that socio-demographic factors such as designation, type of school, religion, gender, and age do not significantly influence the likelihood of teachers encountering students suffering from mental trauma.

Furthermore, the chi-square test results for the last question 19 showed a significant association between socio-demographic factors and other issues mentioned by teachers ($p < 0.05$). [Designation ($\chi^2 = 12.734$, $p = 0.047$), Type of School ($\chi^2 = 1.385$, $p = 0.709$), Religion ($\chi^2 = 11.185$, $p = 0.263$), Gender ($\chi^2 = 6.390$, $p = 0.094$), Age ($\chi^2 = 88.065$, $p = 0.359$)]. These findings suggest that socio-demographic factors may play a role in the types of issues mentioned by teachers regarding the problems and concerns of refugee students. However, further investigation is needed to understand the specific nature of these associations.

Figure 3 *Frequency distribution of Sentiment Analysis indicating the response of Teachers of Refugee Students' in India (Q.17 – Q.19)*

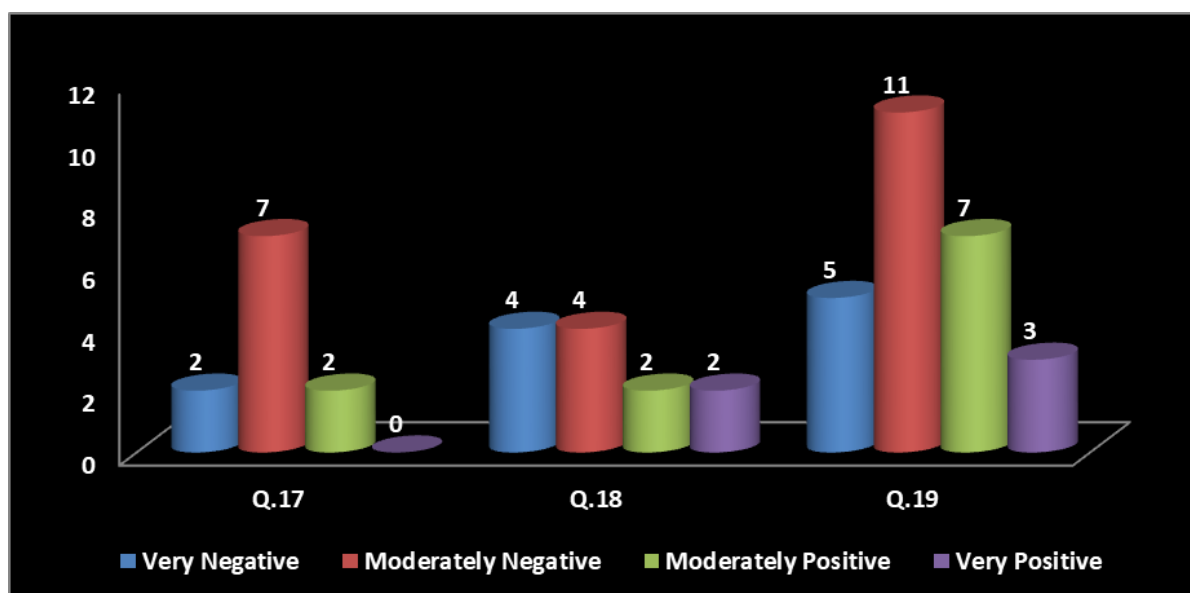


Figure 12 Frequency distribution of Sentiment Analysis indicating the response of Teachers of Refugee Students' in India (Q.17 – Q.19)

The sentiment analysis results for the question 17: "Do the students belonging to refugee families ever speak about their personal problems with you? What kind of problems?" The sentiment analysis reveals that there were 2 instances of very negative sentiments, 7 instances of moderately negative sentiments, 2 instances of moderately positive sentiments, and no instances of very positive sentiments. These findings indicate that some students belonging to refugee families do approach teachers to discuss their personal problems. The higher number of negative sentiments suggests that there may be significant challenges and difficulties faced by these students, which they feel comfortable sharing with their teachers. With regard to the question 18 "Have you ever found any student belonging to a refugee family suffering from any kind of mental trauma? How do you counsel them?" The sentiment analysis shows that there were 4 instances of very negative sentiments, 4 instances of moderately negative sentiments, 2 instances of moderately positive sentiments, and 2 instances of very positive sentiments. These results suggest that teachers have encountered instances where students belonging to refugee families have experienced mental trauma. The presence of positive sentiments indicates that teachers are actively involved in counselling and supporting these students to address their mental health issues. In the end, when the respondents asked "Any other issues they wanted to tell us about the problems/concerns of refugee students or of the teachers?" The responses of the sentiment analysis reveals that there were 5 instances of very negative sentiments, 11 instances of moderately negative sentiments, 7 instances of moderately

positive sentiments, and 3 instances of very positive sentiments. These findings indicate that teachers have expressed a range of concerns and issues related to refugee students. The higher number of negative sentiments suggests that there may be significant challenges and concerns faced by both refugee students and teachers. However, the presence of positive sentiments indicates that there are also positive aspects and efforts being made to address these concerns.

6.1.4. Interviews with school management

In addition to conducting interviews with teachers at schools where refugee students are enrolled, we have also engaged in interviews with the school management. The number of interviews received from management is limited to 7, which could not generate valid data. The responses provided by the management were mostly similar. In specific regions, school administration exhibited a degree of hesitancy in providing comprehensive responses, primarily asserting that the situation was satisfactory and devoid of any discriminatory practices. The interviews were mostly from management schools located in Chennai and Tibet. In addition to inquiring with teachers about the academic progress and educational opportunities available to refugee students, the management interview also delved into the matter of tuition fees and the financial capacity of these students to meet such expenses. During the management interview, the inquiry was made regarding specific educational plans and financial assistance.

No specific mechanisms or responses pertaining to refugee students were identified in private schools. The respondents from Chennai exhibited a degree of hesitation in providing elaborate responses, primarily indicating that the situation was satisfactory and that there was no apparent evidence of discrimination in the region. The statements provided by the school management in Tibet during interviews were mostly uniform, indicating that they receive funding from the Central Tibetan Administration and that students are only required to pay a nominal admission fee. The respondents also reported that a substantial number of educators are Tibetan refugees.

6.1.5 Interviews with Educational Experts

Interviews were conducted with education experts to explore strategies for enhancing technological access in education. The data was gathered via telephonic conversations and virtual meetings with subject matter experts. The current data and challenges were deliberated

upon, and recommendations and insights were solicited from the experts on enhancing technological accessibility for refugee education. The issues of inadequate documentation and difficulties in language acquisition were deliberated upon with the participants, and their viewpoints and recommendations were sought regarding enhancing technological avenues to facilitate education. We have carefully looked into the new actions that could be taken, the possibilities for device distribution, and the provision of continuous instruction in locations where resources are limited. The suggestions from the discussion are as follows:

6.1.5.1 Innovative Steps to Improve the Technological Approach

- **Mobile learning apps:** Creating mobile learning apps or educational apps can provide refugee children with accessible and personalised learning experiences. These apps can provide interactive lessons, language learning aids, and educational games tailored to their individual requirements, increasing engagement and boosting learning outcomes.
- **Virtual classrooms and video conferencing:** merely sending study materials through online modes are not enough. During the pandemic, most educational institutes have explored the opportunity of virtual classrooms. This enhances the chances of connectivity with teachers and other students. Refugee children can communicate with teachers, tutors, and other students regardless of their physical location by using virtual classrooms and video conferencing capabilities. This method will allow the students for real-time engagement, collaboration, and assistance, which fosters a sense of community and reduces isolation.
- **Gamification and interactive learning:** Educational games and interactive simulations, for example, can make learning more engaging and pleasurable for children. Artificial intelligence can be used to create adaptive and personalised gamified learning experiences that adapt to individual learning styles and preferences.
- **Chatbots for educational support:** AI-powered chatbots can provide refugee children with immediate and personalised educational support. These chatbots can answer questions, provide advice, and provide resources on a variety of subjects, assisting students in overcoming academic problems and gaining access to knowledge when needed.
- **The digitization of educational content and the establishment of e-libraries** can provide refugee children with access to a diverse array of learning materials, such

as textbooks, reference materials, and digital resources. This methodology diminishes reliance on tangible resources and enhances the availability of current educational materials.

- The utilisation of learning analytics and artificial intelligence can aid in the detection of initial indications of learning challenges or deficiencies in the educational background of refugee children. Through the examination of data pertaining to their academic performance, level of engagement, and behavioural patterns, timely interventions can be introduced to offer supplementary assistance and tackle any obstacles to learning.
- Expand the usage of social learning platforms that promote collaboration, peer-to-peer learning, and information sharing. To increase engagement and interaction among learners, these platforms can include features such as discussion boards, study groups, and community-driven content development.
- Educator professional development: Provide online professional development programmes for educators to improve their skills in online pedagogy, instructional design, and technology integration. This will enable teachers to deliver good online instruction and fully utilise the capabilities of online learning environments.

6.1.5.2 Overcoming language barriers through technology

- Multilingual support: Improve online learning platforms' multilingual capabilities to better serve diverse learners from various language backgrounds. To ensure accessibility and inclusivity, this may entail offering translations, subtitles, or language-specific content.
- AI-powered multilingual translation tools: AI-powered translation tools can help refugee children overcome linguistic hurdles. These solutions can enable real-time translation of educational content, allowing students to understand lessons and actively engage in the classroom even if they do not speak the local language.
- The integration of natural language processing (NLP) capabilities into online learning platforms can facilitate intelligent content search, voice-based interactions, and language comprehension. It is an area of AI that studies how computers and humans interact. It requires a computer to perceive, interpret, and generate human language in a meaningful and usable way. It has the potential to improve the accessibility and

usability of educational materials, especially for students with varying learning requirements.

- Digital storytelling and multimedia projects have been identified as effective tools to facilitate self-expression and enhance language proficiency among refugee students. Facilitate the provision of digital resources and platforms to enable the creation of multimedia content such as presentations, videos, podcasts, and blogs. The implementation of such projects can facilitate the enhancement of students' language proficiency, as well as provide a platform for the demonstration of their distinctive viewpoints, personal encounters, and cultural heritage.

6.1.5.3 Uninterrupted education in areas where resources are limited

- The primary recommendation put forth was to uphold and enhance the infrastructural amenities and connectivity. Through the establishment of partnerships and securing financial support from governmental and diverse entities, it is possible to address the challenges associated with network-related matters. Given that several states and private entities are currently offering complimentary high-speed internet access to the general public, it is vital to explore the possibilities of that.
- One potential solution to address the lack of access to online education in certain areas is the establishment of technology resource centres. These centres would be equipped with computer systems, internet connectivity, and educational materials, and would be strategically located in regions where online education is not easily accessible. These centres provide students with the opportunity to access digital resources, accomplish coursework, and receive academic support from instructors. It is ideal to ensure these centres also work as community-based education safe spaces.
- Employ low-tech solutions: Investigate low-tech alternatives such as radio broadcasts, interactive audio lessons, or educational board games to provide instruction and involve pupils. These techniques have the potential to yield positive outcomes even in regions with inadequate technological resources.
- Mobile learning: Deliver educational content via mobile devices such as smartphones and tablets. Create offline mobile applications that enable interactive learning experiences and may be loaded on student-owned or school-provided devices.

6.1.5.4 Distribution of technological devices: effectiveness and challenges

The distribution of devices like laptops/mobiles was agreed to be relevant. However, the mere distribution of devices may not suffice in guaranteeing fair and comprehensive technology access. The utilisation of technology may be impeded by various obstacles, including but not limited to the cost-effectiveness, accessibility, calibre, and dependability of internet services, digital proficiency and expertise, safeguarding of data privacy, and social and cultural hindrances, which may hinder certain demographics from fully capitalising on technological advancements. The distribution of technological devices has the potential to enhance technological accessibility, however, it may not be a comprehensive solution. The implementation of such measures may necessitate the adoption of supplementary policies and interventions aimed at mitigating the fundamental obstacles and disparities that impact distinct strata of the population.

CHAPTER 7

7.1 Focus Group Discussion

7.1.1 Introduction

The Focus Group Discussion was held on 25th May on the premises of the Indian society of International Law, Bhagwan Das Road, New Delhi. The purpose and aim of the project and the data collection and sample size was introduced to the group by the Principal Investigator. The Principal Investigator has done a presentation of the primary report from data collection. The interview schedule and quantitative data analysis was dealt with in detail. After that, the matter was brought for discussion before the group. The primary report was formed from 600 interviews conducted among different refugees residing in India. Rohingya refugee students currently residing and pursuing their education in Delhi have actively participated in a discourse, wherein they have recounted their personal encounters and perspectives. Scholars and academics have identified the areas of concern and imparted their expertise and knowledge on strategies to enhance the system.

7.1.2 Objective

Focus group discussion was undertaken to get qualitative analysis on the various matters from data collection. This method intends to draw upon experiences, thoughts, and knowledge from a group of selected members. In order to develop a thorough understanding of the challenges and in-depth analysis, it was crucial to include specialists in refugee law as well as representatives of refugee communities. Experts from the area have shared their views on the primary report and members of the refugee community shared their experiences.

Mohammad Hobaib (Volunteer from Rohingya community) – Mr. Hobaib is currently enrolled in IGNOU in Bachelor of Arts and has volunteered to share his experiences as a young refugee in India and the struggles that he has faced. The concerns of students above the age of 15 getting admission into schools were highlighted by him. UNHCR has been helping students particularly those below the age of 14 in getting admission in schools. A letter from UNHCR has been helpful for many students to get admission to government schools as it provides support to the children and legitimacy to their identity. But a lot of Rohingya refugees come to India in their early adolescent days in look for better education and some of them might have had primary or secondary education from Myanmar or Bangladesh. For them to effectively

continue their education poses some difficulty. UNHCR But the situation of students who are above 15 is more difficult as they don't get much help in getting admission in government schools and most of them go for studying in NIOS. The concerns about the quality of the education in NIOS was also raised compared to the government schools in New Delhi. Rohingya refugees lack the documentation necessary for school admissions and this poses a heavy challenge in access to education and the admission itself is denied to students stating documentation issues. The financial issues of parents were also pointed out by him, as many parents struggle to have a proper means of livelihood, it affects the education of the child. Rohingyas do not have work permit and due to that they are not able to engage in a stable work and take care of their family.

Mohammad Ayas (Volunteer from Rohingya community)- Mr. Mohammed Ayas has shared his personal journey coming from Myanmar and continuing his education in India. He is currently enrolled in BA Political science in IGNOU. He has finished his 9th standard from Myanmar and moved to Bangladesh but he could not get admission there or find ways for a viable education. when he moved to India he first came to Hyderabad where he tried but could not get admission and moved to Delhi. He has joined in NIOS in Delhi and completed and later joined in IGNOU for his degree. He shared the difficulties of a refugee student moving to different countries and places to access education and its impact on education. Relocation in fact causes discontinuity in education and creates difficulty in accessing education. The educational system, syllabus and admission processes are different and language and cultural differences also create additional barriers for refugee children. Despite these difficulties, he has joined University education in India. He has also shared that students who are not born in India face difficulties in more often in taking admission in schools as those who are born in India

Zuhaira Bibi (Volunteer from Rohingya community)- She came to India in 2012 from Myanmar and is currently enrolled in BSW from IGNOU. She was studying in 3rd standard in Myanmar when she had to move to India due to the circumstances in Myanmar and continued her education in India at Don-Bosco school where she was taught Hindi, English and Basic Computer education and she enrolled in NIOS through the help of Bosco. She has completed class 11 and 12 from Jamiya milia. She wants to be a Human Right Activist and stand up for her community. She has pointed out the financial issues and the difficulties she had to overcome as a woman in taking higher education. She highlighted the need for empowering refugee children and women, nonetheless, she shared her hope and confidence in pursuing

higher education in India.

Dr. Ashish Saraswat (VIPS -TC) – Increasing access to technology is one of the key components of research, and Mr. Ashish emphasised that component. He gave instances of how technology has been used in other nations to deal with online education for refugees like in Kenya, the Vodafone Foundation has given preloaded tablets to refugees. He outlined the advantages of such a programme, saying that since the gadget comes preloaded with lectures, it will enable students to continue attending class even if there is a network problem. Mr. Ashish has drawn our attention to the effectiveness of such a system in a resource-constrained nation like Kenya. The programme was especially created to help locations with little access to electricity and network because the devices come preloaded with lectures.

Then he provided an analogy to show how it would function in India, where network problems would be common, and in homes without any devices or with just one device that is primarily used by the parent, causing kids to miss online classes. The successful working of Instant school network in Kenya was discussed before the group and suggested that a similar model could help online and technological education in India. It was advised that technological equipment be distributed, and it was also noted that the equipment's quality needed to be guaranteed. It was also noted that teachers need to build connection and understanding with refugee students and work to a greater extent to reduce dropout rates among children. The interview schedule has checked with students if they have any religious education in schools, the issue of whether such teachings are imposed was raised by him in the discussion. Principal Investigator has clarified that it is more of a philosophical teaching seen in certain schools and not as part of the official curriculum.

Dr. Prakash Sharma (VIPS- TC) - Dr. Prakash highlighted the necessity for a uniform policy at the central level to deal with the issues of refugee students. It was backed by the suggestion that there is a lot of hope for refugees coming to India compared to other countries where educational opportunities for refugees are limited. The refugee children have hope in the system and they want to continue their education in India. In India, different refugee groups have settled in various states and live under either UNHCR or government mandates. In order to get the best outcomes for their education, we need a uniform policy that accommodates their needs. He has stated a need to focus on the livelihood of refugees also which would not be covered in this particular research as the research is focused on the education of refugees.

A suggestion from Dr. Prakash was to create dedicated special schools for refugees rather than opting for open schools. According to his suggestion, these special schools would be equipped with trained teachers and staff for dealing with issues particular to refugees like addressing their trauma, language barriers and giving them a holistic view of education. He put forward the idea that refugee children would receive special care through such institutions and their needs would be better met with in such a setting.

Principal Investigator has replied to this stating that such a plan would not result in assimilation and in the integration with host community. Although he gave examples of existence of such special schools in Delhi for Afghan students where classes are held in Pashto and Dari, he explained the difficulty in having special schools which would not result in complete development of children as it would again create a separate space for refugees and integration with host community will not be successful. He underlined that Education is Universal and it should be accessible to everyone without any segregation.

Prof. P.P Mitra – Professor Mitra has talked about the legal status of refugee children in getting an education. He accentuated the aspect of access to education and the need for a policy for the benefit of refugees as the Constitutional status has ensured free and compulsory education for all children between the age of 6 to 14 in such a manner as the state, may by law determine. He has stated that as there is legal clarity for ensuring the education of children, the need of the hour is a policy for the education of refugee children. The discussion has called attention to the needs of students who want to go for higher education and pointed out that students above 14 years who are looking to complete their secondary and higher secondary education and further pursue higher education would be at a disadvantage. They would not be getting legal protection and compulsory education. The concern was rightly noted and PI has clarified the legal status of refugee in accessing education and shed light on the Refugee Convention, even in the convention the possibility of higher education.

Additionally, it was indicated that schools might start regular check-ins with kids regarding their well-being and education, as well as providing transportation and other amenities for refugees. It was suggested that by having such regular connections with students, schools and authorities would be better equipped to identify the problems affecting the kids and lower the dropout rate.

Dr. Ashutosh Acharya (Delhi University) – The access to education was highlighted

by Mr. Ashutosh and the differences and impact of NIOS open school and government school were brought to discussion by him. The government schools in various parts of the country work differently towards the refugees and open schools are more preferred around Delhi due to reasons particular to the refugee population and access to government schools. The question of the need to introduce parallel options to open schools was also raised by him. The comments highlighted that it is pertinent to ensure that refugee students who are admitted in government schools also regularly receive the facilities like books, bags, etc. Their access to education would be complete only if they have adequate facilities and resources. Policy and government initiatives are relevant aspects of

The concerns regarding the admitting process and the state's action towards it were brought up and PI has given more clarity on the subject by providing examples of government orders released for admitting students. Delhi Government has given an order in 2017²⁴⁹ which stated that students may be admitted to school with residential proof like refugee card, refugee certificate, under consideration certificate, Long Term Visa issued by FRRO or a supporting letter from UNHCR. In Furtherance of this, Delhi Government also released a circular stating that admission may not be denied to refugee/asylum seeker due to non-availability of documents at the time of admission.²⁵⁰ The circular provided for allowing provisional admission for students even without documents and CRCs further support them to seek with registration and documentation during this time. States like Mizoram and Tamil Nadu also released orders supporting admission of disadvantaged communities and refugee students into government schools. Mizoram Government issued a Memo to all District and Subdivisional educational officers to admit migrant/refugee children to schools upon provision of Right to Education Act that provides for education to children between 6 to 14 years belonging to disadvantaged communities.²⁵¹

Dr. Guruwat Nehra (Indian Law Institute)- Again the need for a uniform policy was highlighted in the comments. It was underlined that the circumstances of refugees arriving from various nations and residing in various locations throughout India may face different treatments

²⁴⁹ Circular No. DE.23(363)/Sch.Br./2016/313, Government of National Capital Territory of Delhi Directorate of Education: School Branch, 5 August 2016.

Order No. DE.23(363)/Sch.Br./2017/880-885, Government of National Capital Territory of Delhi Directorate of Education: School Branch, 28 April 2017.

²⁵⁰ Circular No. DE.23(363)/Sch.Br./2017/1141-46, Government of National Capital Territory of Delhi Directorate of Education: School Branch, 26 May 2017.

²⁵¹ Memo No.D.32019/3/2017-DSE (Estt), Government of Mizoram Directorate of School Education, 31 August,2021.

and that it is important to ensure they are treated fairly and receive equivalent advantages. This was noted to be crucial because, in areas where children have fewer opportunities to access education, there is a possibility that they won't be guided towards better educational goals and will instead be vulnerable to engaging in criminal activity. Therefore, a standard policy was advocated to guarantee that refugee children receive equal benefits and that their right to education and development will not be violated. It was also noted that the extra burden of private tuitions is due to improper education provided in schools and the quality of education needs to be improved so that children are not exploited outside. Private tuition may also be preferred due to language and cultural barriers and the formal education system must be equipped to address these concerns.

The importance of frontal teaching through regular schooling was given preference over online teaching as it ensures better quality education. He also suggested introducing a quota system in the regular schooling system instead of an open school system and thereby refugee students will be given the opportunity to assimilate with society and thereby resulting in the growth and betterment of the refugee communities.

It was recognised that language barriers must also be also be dealt with and students may be helped and equipped to be better in Indian languages also along with English and it would be helpful to also provide assistance in their mother tongue. Ensuring community involvement in tackling various issues like language barriers would be ideal. Integration with the host community is also a relevant aspect and a healthy relationship may be cultivated in school itself to avoid instances of discrimination and racism.

Prof. Vinay Kumar Singh (Indian Society of International Law) - Professor has reviewed the research's key elements and drawn attention to several pertinent aspects. Primary focus was brought on the lack of documentation that refugee students are facing. He has addressed when there is the issue of lack of Identity Cards for refugees it would directly impact their access to services like education and impact their total well-being. Various ID cards must be allowed for admission in schools.

Another issue highlighted by him was the language barriers. In formal education the languages that are convenient to refugees must also be included to ensure comprehensive education is provided to them. The validity, registration and working of informal schools were also brought up by Professor. The funding and working of informal education centres are under surveillance

thus it creates difficulty to initiate informal education centres. There is also huge surveillance in the camp and it goes to the extent of checking who working of and it in a way creates challenge to access to education as it would challenge initiatives of distribution.

Dropout rates are high and the fact sheet of UNHCR provided that 70% dropout rate happens in refugee camps. It was also noted that the facilities and resources in various refugee settlements in India may vary and some may be facing more difficulties than others. He drew attention to the plights of Afghan communities where children are not able to get admission in schools. It was also suggested that some assistance may be given to students in overcoming language problems also.

He was of the opinion that in the practical sense, there might not be possibility that a uniform policy for refugee education would come into existence in present scenario. A practical solution he put forward was to accept some other documents like birth certificate also for school admission and not strictly focusing on the ID card of refugees and many lack them many schools don't merely admit students upon these refugee ID cards. So, the suggestion is to look into the possibilities of existing system and understand how the access to education can be increased, steps like accepting admission of students with available documents are also among them.

Dr. Manoj Kumar Sinha (Indian Law Institute)- Professor has shared his insights on the work and has given valuable suggestions on how to put forth the final report of research. It was reminded that the focus should be on how to help the refugees by taking notes of Government practices and including suggestions on how to improve and get better. It was noted that the focus should be on how to facilitate the education of refugees through the system, the way forward and recommendations to help both students and authorities find solutions.

He has described the problem of lack of documentation as it would create barriers in taking admission in school and without proper documents when students try to seek admission it rather negatively impacts their wellbeing as they would be subjected to process of state for ensuring security. The need for an empathetic approach from teachers and school authorities was also noted as necessary for education of refugee children. He stated that the focus should be that everyone including non-documented individuals should be given access to primary education although the research is mostly dealing with documented refugees. It was suggested that the final report may encompass positive recommendations highlighting the constitutional

obligations and obligations of Human rights instruments.

It was stated that the focus of the research report must be on the areas of Accessibility, availability, and affordability. Accessibility is the primary step where admission into a school is ensured, documentation, transportation, and empathetic treatment from authorities are all important aspects in ensuring this primary part. This leads to the availability of education and to continue the education it needs to be ensured that education is affordable. Opportunities for scholarships, receiving resources from government school, managing transportation fees, etc come together to decide affordability. Only if all these are satisfied the student may be able to complete a meaningful education.

Professor has suggested taking up general comments of Human Rights committee like committee on economic, social and political rights and correlate with the Indian obligations and look into official documents like state party reports. It was reinstated by him that the focus should be on non-discrimination and even when an application is pending before authorities regarding refugee status the children should be given opportunity to pursue education.

The relevance of online education and new technological approaches was also emphasised, and it was observed that recommendations to the government may be made to distribute and allocate facilities for technology development such as technical gadgets and internet resources. Education is a tool for empowerment, so ensuring education would help the individual in all aspects of their life. It was again reminded to be directed with the work keeping in mind this idea about education.

7.1.3 Conclusion

“Education is the entire process of social life by means which individual and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capabilities, attitudes, aptitudes, and knowledge.”²⁵²

The key findings and discussions on the group was focused on lack of documentation, language barriers and technological development and need for a uniform policy. The panel came to the consensus that different identity documents for refugees should be accepted for getting admission to schools and children must not be at fault and treated unfairly. Even when the

²⁵² Article 1(a) of UNESCO’s 1974 Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

refugee certificate and Identity documents are under consideration before the government or UNHCR admission may be given. Refugee students should not be denied admission and access to education keeping in mind the obligations of International Human Rights instruments. Even undocumented students may be considered for education as denying education to a child would be against the Constitutional and Human rights obligations that India follows.

Language barriers of students were also noted by the group and suggested to bring steps to overcome by the assistance provided in their own language and also initiatives to integrate into the language of the host community and most importantly increase proficiency in English. Community-driven initiatives were suggested to be helpful for this.

The topic of technological education in India and other nations was brought up for discussion. The group has prioritised direct instruction and establishing rapport with students, although the distribution of technological devices and ensuring the quality of internet services were suggested as means of enhancing technological access to education. The COVID-19 pandemic and the implementation of social distancing measures have significantly altered the landscape of education, prompting a widespread adoption of online learning modalities and a rigorous evaluation of their efficacy. Online education has the potential to be an effective means of providing education to refugee students, even in the post-pandemic era. Considering the fact that a considerable number of students may be required to undertake extensive journeys to access educational facilities, coupled with the attendant expenses of transportation, this becomes an especially critical issue for refugees.

A uniform policy was suggested to address the education of refugee students. This would ensure that refugee students residing in various parts of the country would receive equal benefits and opportunities. A uniform policy addressing documentation, preventing discrimination, ensuring quality education along with plans for advancing technological development is key to the betterment education of refugee students. In light of our constitutional values and the fact that education is a universal human right, a uniform policy would be ideal to safeguard refugee children's educational rights, because their education impacts not only their well-being but also the growth of the entire community and society as a whole.

7.2 Findings

7.2.1 Lack of documentation

Refugees are registered in India under Government mandate and under mandate of UNCHR also. 56.54% of refugees have registered with UNHCR, New Delhi and 34.42% have not registered themselves with UNHCR nor have received any registration documents. 5% of respondents were not aware of the registration process or the UNHCR. 20.4% of respondents have stated that they have faced problems during admission. Typically, educational institutions admit students based on documentation such as a Birth Certificate, Adhaar card, and occasionally, refugee Identity documents. In certain instances, individuals who are without the requisite Identity documents for enrolment have been able to secure admission with the assistance of a letter from the United Nations High Commissioner for Refugees (UNHCR). Nonetheless, a proportion of 12.7% of the participants reported being refused admission to an educational institution. Admission denials have been observed to occur due to either inadequate documentation or insufficient proficiency in the English language. Additionally, it has been noted that advanced age may also be a factor contributing to such denials. The matter of documentation has posed a significant challenge in governmental educational institutions, while private institutes impose a weighty financial burden on parents through their fee structures.

7.2.2 Discrimination and social exclusion

Refugees in India often face discrimination and social exclusion, which can affect their educational opportunities. They have encountered prejudice and stereotyping, making it challenging for them to integrate into the local educational system. Discrimination can manifest in various ways, such as unequal treatment, bullying, or limited access to resources. 19.8% of respondents have faced discrimination and additionally, instances of racism-based discrimination were also reported.

7.2.3 Language barriers

Around 21.7% of participants indicated encountering obstacles related to language and communication. A significant proportion of students encounter difficulties related to language barriers during their primary school years, as well as when attempting to assimilate into the educational system as they progress into higher levels of education. Currently in India,

sometimes in Bosco schools in Delhi, there are translators in place to assist children in education and there are special schools that provide education in the language of refugees. In Arunachal Pradesh where Chakma refugees are settled a common practice seen is appointing a temporary teacher from the community even in government schools. All teachers, particularly those in government schools may not speak the Chakma language, in those times the community-appointed teachers would be assisting the students. These community-appointed teachers receive a meagre amount collected from parents and they provide assistance Chakma language. Similar community initiatives are successfully working in countries like Kenya.

7.2.4 Resources in government schools

Government school provides necessary items for all students but it was concerning to note that only 1% of respondents has received all kinds of government aid like mid-day meal, books, bags, shoes, and uniforms. Meanwhile, there are 37.5% of respondents have not received any of these. The rest have received one or the other. Government schools in refugee areas were found to have inadequate infrastructural facilities. A persistent issue that was reported is the insufficient number of available teachers, which results in missing of classes and lack of expert education in particular subjects.

7.2.4 Dropout happens in higher classes

The majority of teachers (58.8%) have indicated that the incidence of student dropouts is primarily observed in upper-level classes. Students who are refugees have expressed in interviews the pressure there is on them to handle household chores. During data collecting, teachers revealed in interviews that students dropped out of secondary classes in search of daily wage jobs due to a lack of work possibilities and financial constraints. Additionally, the uncertainty surrounding post-secondary career prospects represents a significant concern

7.2.4 Scholarship and support

A notable portion of refugees, specifically, 92.1 % have not received any scholarship or financial assistance. Only 7.5 % reported having received scholarship assistance. These scholarships are mainly from other organisations and agencies. The DAFI programme, which is managed by UNHCR in India and sponsored by the German government, assists students by providing educational essentials. There are additional scholarship opportunities for Tibetans in India to pursue higher education that are managed by the Central Tibetan Administration.

Refugee students are unable to get government scholarships due to a lack of documents such as an Adhaar card or a bank account.

7.2.5 Education apart from school

The majority of respondents, specifically 75.2%, do not avail private tuition services. However, the remaining respondents opt for private tuition to enhance their educational proficiency. Students emphasised issues such as the financial burden of tuition. The provision of instruction in the student's native language during tutoring sessions was also identified as a motivating factor for some pupils to enrol in tutoring. Other community-based training and educational opportunities provided by NGOs are also identified in various parts and government intervention in providing training is also needed.

7.2.5 Transportation

19% of students reported taking approximately ten-minute walk to school. Other modes of education including using bicycles, auto rikshaw and public transport were also noted. It was also reported that 10.4% of students take an hour long to commute to school using public transport. During the interviews students from Arunachal stated that roads get flooded during rain and cause difficulty in commuting. Students from cities pointed out the financial burden while relying on rikshaws and public transport.

7.2.6 Technological approach

54.8% of respondents stated that they had access to technological devices. It is important to have uninterrupted classes in online education also. During the field visits it was noted that Electricity was available most areas but in Shillong Pahar village in Dikhu District in Arunachal Pradesh where Chakma refugees reside, the village still has no proper electricity connection and the refugees are using battery and solar resources. Network issues have been noted in various parts of India which calls for improving the infrastructural facilities and connectivity. Students have also stated the financial burden of data recharge on mobile phones to attend online classes. In cases where just one device is available at home, children have trouble attending online lessons simultaneously. Most students use mobile phones and have no access to laptop or computer, and have to attend classes within small screen for long hours causes distress. UNHCR in New Delhi have distributed tablets to refugee students and they have experienced that the devices were slow and not up to quality.

7.2.7 Impact of Pandemic

Pandemic has impacted 77.3% of students and among them 13.8% were highly impacted. Many students have conveyed their concerns about pandemic affecting their continuity in education as in many places even online classes were not available and struggled with internet and device access also. Moreover, financial constraints were one of the common problems faced by their parents which impacted the well-being and education of children.

7.2.8 Higher education and opportunity

The majority of students expressed to pursue higher education. Many students have shared their views on their desire to continue higher education in 3rd country also. The fear that even after pursuing higher education, there would not be adequate career opportunities is concerning for refugee students. Those students who face difficulties with traditional Universities and colleges get the opportunity to complete their education through IGNOU.

7.2.9 Uniform Policy

The necessity for policies for the education of refugee students was evident from the difficulties and disparities faced by refugees residing in various parts of India. The focus group discussion has suggested a uniform policy for the education of refugee children. There is currently no legal policy in India for education of refugee learners. A policy would ensure that children would get equal opportunities and would be able to pursue education according to their desire.

The Refugee Education Integration Policy project has been implemented Iraq by Ministry of Education and UNHCR. With the intention of gradually implement over 4 years, the plan aims to satisfy formal integration to public education system.²⁵³ Through this the refugee camp school will officially become Kurdistan regional government schools. Community engagement programs, back to school campaign and providing language solutions (transition to Kurdistan language will be difficult so initially providing lessons in Arabic for the refugees) are the major important features.

Similarly considering the conditions in India, working alongside UNHCR the Ministry of

²⁵³ The Refugee Education Integration Policy (*Global Impact on Refugees -UNHCR*)
<<https://globalcompactrefugees.org/good-practices/refugee-education-integration-policy-reip#:~:text=The%20implementation%20of%20the%20REIP%20aims%20to%20provide%20and%20enhance,communicate%20in%20the%20same%20language>> accessed 28 March 2024.

Education may introduce a Uniform policy for Refugee Education in India. The following parameters may be considered for the same.

Access to education: regardless of the registration and status children should have access to education. Document barriers may be removed. Birth Certificate, Adhaar Card, Refugee certificate, Residence permit, LTV, letter from UNHCR etc. may be accepted.

Integration: Integration of refugees into public education is necessary. The refugee schools and community initiatives may be integrated into public education system. This transition will not be easy, so initially channels of financial support and resources may be provided and later integrate the children into public education.

Language support: Language support should be looked into while bringing policy for refugee learners. Primary level learners as well as learners who move to India in later stage may be given additional support. Employing community teachers and translators as well as providing language integrating programmes are to be followed.

Psychosocial support: Trauma informed psychologists and counselors may be appointed for schools in refugee area. The policy shall have provisions that include

Distance learning and online education: In situations where access to traditional schooling is limited, distance learning and online education platforms can provide educational opportunities for refugees. Special plans may be made to ensure technological development in areas that have poor connectivity.

Resource Allocation: Ensure adequate resources including funding trained personnel, education material and infrastructure to support successful implementation of the policy.

Higher education: Scholarship provisions may be ensured as well as providing access to entrance examinations and single window admission process.

Higher education: Scholarship provisions may be ensured as well as providing access to entrance examinations and single window admission process

CHAPTER 8

8.1 Suggestions and Conclusion

8.1.1 Documentation and identification

Simplifying the documentation process for refugees can facilitate their enrolment in schools. Establishing alternative mechanisms to verify their identity, such as refugee identification cards, can help overcome the barrier of lacking formal identification documents. Students may be allowed to get admission in schools with various documents like refugee card, residence permit, registration certificates, Long Term visas, birth certificate or even a letter from UNHCR could be accepted. Even if registration is under consideration and for those who are yet to apply to seek registration, education may be provided on the human rights approach. Ministry of education may release an order stating that admission of refugee students shall not be denied to schools. The above listed documents as well as similar registration certificates or pending applications may be accepted for admission.

8.1.2 Language support programs

Providing language support programs is essential to address the language barriers faced by refugee children. A minimum level of basic education and fluency in the host country's language is required for integration with the host community. Intergenerational learning and education strategies may be considered for overcoming language barriers. Strategies for promoting the integration of linguistically diverse students into the education system may involve various measures, such as providing language instruction, recruiting teachers or interpreters with multilingual skills, and creating educational resources in multiple languages. Appointing instructors with language skills from the community and providing them with training and support is greatly appreciated. It will result in educator and learner empowerment. But the responsibility should not be placed on parents' shoulders. Ministry of Education may direct Education department to appoint instructors and community teachers in refugee schools in Arunachal Pradesh. In Delhi, government may coordinate with BOSCO and UNHCR to provide language support in government and private schools.

8.1.3 Preventing Discrimination

Refugees in India face discrimination of various sorts and it is necessary to create an empathetic environment in educational institutes. Refugee students encounter discriminatory treatment on the basis of their ethnic identity, racial background, religious affiliation, and country of origin. The objective is to increase the level of awareness and sensitivity within the

host community regarding the circumstances and potential of refugee students and promote social integration. It is vital that grievance redress mechanisms within educational institutions are inclusive of refugee populations. This is due to the fact that refugee students may experience apprehension in utilising such mechanisms, as they may anticipate encountering additional discriminatory practises and attitudes. Ministry of education may release educational pamphlets and online resources with information regarding prevention of discrimination with particular attention given to refugee issues.

8.1.4 Prevention of dropout rate

It is essential to consider cultural, social, and economic factors when contemplating strategies to mitigate dropout rates. It is advised that refugee groups receive social awareness training on pressing concerns including child labour and marriage as well as education as an empowering tool. Enhancing the availability of secondary and tertiary education opportunities is a crucial aspect to consider. Ongoing evaluation of students' attendance, academic progress, and mental and physical health through communication with both students and their families can effectively reduce the occurrence of student dropouts. An example can be seen in Turkey, which has implemented conditional cash transfer initiatives aimed at promoting regular attendance among students. Additionally, outreach teams are dispatched to monitor students who are unable to meet the prescribed attendance thresholds. This strategy endeavours to examine the hindrances that families and students confront in maintaining regular attendance in classes. Community outreach team may be constituted each village or municipality or district depending on number of schools consisting of teachers, members of NGO and parents to visit and maintain rapport of dropout.

8.1.5 Exploring educational opportunities

Incorporating refugees into the national formal education system is quite important. But in practice, a significant number of students are out of school or have limited access to formal education. The chances of parallel educational opportunities envisioned by UNHCR, UNICEF, and other private partners like Accelerated Learning Programmes, language courses, and vocational training, etc. may be further explored. And in higher education, apart from open universities, it is vital to increase access to regular universities. Collaboration between government agencies, schools and NGOs working on refugee issues may be fostered as collaborative efforts can help pool resources and coordinate interventions effectively.

Periodical meetings with NGOs and UNHCR to discuss the mode of transitioning students to take part in National and state universities may be initiated by Ministry of Education.

8.1.6 Psychosocial support and trauma response

Intervention is required to help students cope with the troubles of moving like anxiety, depression, and post-traumatic stress disorder that affects their academic performance also. First-generation migrants in particular, as well as those who moved alone, have additional obstacles and require support from the school. It is crucial to offer assistance and guidance to students, parents, and educators through the provision of counselling and support services. Trauma informed psychologists and counsellors may be assigned to schools where there is significant refugee population to engage with students and provide them mental health services. Ministry of Education may direct State Education departments to appoint professionals for the same. As a beginning of the programme common mental health helplines periodical services may be made available to refugee students.

8.1.7 Community engagement and awareness

It is important to conduct awareness campaigns and engage with local communities to foster understanding and support for refugee children's education. This can involve community meetings, parent-teacher associations, and community-driven initiatives to promote inclusivity and integration. In educational institutions where the majority of students are refugees, there is a greater emphasis on promoting community engagement with refugee families. However, in other regions, there remains a sense of apprehension among parents. It is important to ensure sufficient representation of refugee parents in parent-teacher associations to build a safe environment. Ministry of Education shall conduct online and offline community engagement programs.

8.1.8 Teacher training and capacity building

Ministry of Education shall conduct training programmes for teachers and educational professionals on inclusive education practises and addressing the needs of refugee children are recommended. This training should focus on cultural sensitivity, trauma-informed teaching methods, and strategies for supporting students with diverse backgrounds. It is also suggested teachers are appointed and the teacher-student ratio is maintained properly maintained.

8.1.9 Uniform policy measure

The Indian government has the capacity to devise and execute comprehensive policies and legal structures that adhere to the educational requirements of children who are refugees. The implementation of policies that guarantee equitable access to education, irrespective of one's legal status, and the establishment of unambiguous enrolment protocols are imperative. The New Education Policy 2020 envisions inclusive education for all but there is no specific assurance that it includes all sections of marginalised groups including refugees. The current situation calls for the establishment of a standard framework for inclusive education that might serve as a benchmark for participation, access, and inclusion in Indian education and serve as a crucial instrument for policymakers to plan, collaborate, and implement. The policy should address various concerns including, documentation, language issues, integration measures, teacher training etc. Focus areas of policy are provided in the findings also. Ministry of Education may coordinate collaborative efforts between national and international agencies, government bodies and other civil societies to establish a policy. It is also important to expand the current education policies and provisions and their interpretation in tandem with constitutional and human rights obligations. This would lead to providing meaningful education to refugee children.

8.1.10 Improving Technological Access

Building the infrastructural facilities is basic to improving technological access. It is recommended to provide technological devices to those who lack access to them; however, it is important to ensure their quality and additional policies and interventions are required to address other obstacles such as affordability, accessibility, digital literacy, etc. Conducting training classes and boot camps for refugee students to get used to technological education like graphic designing, coding etc is advised. Initiating training programs for teachers are also necessary. Developing mobile learning applications or educational apps that can provide accessible and personalized learning experiences for refugee children is suggested. Interactive learning opportunities could be like gamification and personalised learning may be introduced into educational system. The importance of direct interaction between students and teachers was highlighted and options of video conferencing and virtual classrooms may be used more in distance education rather than just sharing study materials online. Using AI-powered translation tools would help refugee learners in real-time translation, there are also other programs like Natural Language Programme and multi lingual education with subtitles and

voiceover to tackle issues of language barriers. Digitizing educational content and establishing e-libraries can ensure that refugee children have access to a wide range of learning materials, including textbooks, reference materials, and digital resources, this would particularly help older students. AI chatbots may be used for educational support and AI analytics may be used to identify the learning patterns and bring possible interventions. It is suggested to improve social learning platforms for collaboration and allowing students to express themselves through digital media. In areas where resources like internet are limited, it is suggested to maintain learning centres with technological facilities and leverage the possibilities of technology. In order to implement this, Ministry of Education can call for a think tank with technological experts, NGOs, teachers and refugee learners.

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Annexure1

Interview Schedule for Students of Refugee Origin

Personal Profile:

1. Name:
2. Country of origin/country of origin of parents or grandparents:
3. Place of birth:
4. Religion:
5. Gender:
6. Age:
7. Place of Stay in India:

Arrival in India:

8. When (date/year) did you enter India? Who else (family/refugee groups) accompanied you at the time of entering India? Or were you born in India?

Refugee Status:

9. Have you registered yourself as a refugee with UNHCR, New Delhi? Have you received any certificate (For example: Refugee Certificate) or any other document that formally recognizes you as a registered refugee, from UNHCR, New Delhi?

10. Have you registered yourself as a refugee with any of the agencies of the Government of India? Have you received any certificate or any other document (Example: Residential Permit/ Residential Certificate/ Registration Certificate/ Long Term Visa/ Identity Certificate) from GoI or concerned State Government?

11. Did you or your family receive any support from any government or non-government agency to build your place of dwelling? Were you forced to move from one place to another?

Education:

12. Before coming to India, have you studied in school/ college in your home country or any other country where you may also be a refugee?
13. Which class in school or UG/PG degree you are studying now in India? What is the name of the institution and its address?
14. At what age did you get enrolled in school in India? Was it a government school, a government-sponsored school, or a private school?
15. Did your parents face any kind of problem during the time of your admission because you are a refugee? What were the documents that were produced by your parents at the time of your admission?
16. Did any school deny admitting you because you are a refugee? If yes, please elaborate the story.
17. Did you ever face any kind of discrimination in school? Were you asked to sit on a separate bench? Were your classmates indifferent towards you? Were you routinely left out of collaborative activities like drama, games, or group projects? etc.
18. Did your classmates or your teachers ever enquire about your country of origin or the reason behind your forced migration?

19. Do you get any scholarship? Were you ever denied any scholarship because you are a refugee?
20. If it is a government school, do you get a mid-day meal in school? Do you get free books, school uniforms, school shoes, and school bags?
21. Can you speak, read and write in English? Can you speak, read, read and write any Indian language?
22. Have you faced language and communication barriers in accessing education? If yes, did the school provide any special support to overcome that?
23. Does your school impart any kind of religious education? If yes, of what kind?
24. Do you take private tuitions apart from school? Why?
25. How much time is taken to reach school and what is the mode of commutation?
26. Do you have electricity and internet access at your place of dwelling? How do you access the internet? Do you have a laptop/computer or mobile phone where you can access the internet?

27. Were you able to access online classes and study material during the pandemic? In case you did not have a device, then how? Did your school, Govt, or any NGO provide devices for online mode of education?
28. What was the impact of the pandemic on your education?
29. What do you want to do after completing your school education? Would you like to pursue higher education in India or elsewhere? Do you face any difficulties in choosing certain field of career due to the legal necessities it demands?
30. Any other issues you wanted to tell us about the problems/ concerns relating to your education:

Annexure 2

Interview Schedule for Parents of Refugee Students

Personal Profile:

1. Name:
2. Country of origin:
3. Place of birth:
4. Religion:
5. Gender:
6. Age:
7. Profession:

Arrival in India:

8. When (date/year) did you enter India? Who else (family/refugee groups) accompanied you at the time of entering India? Or were you born in India?

Refugee Status:

9. Have you registered yourself as a refugee with UNHCR, New Delhi? Have you received any certificate (For example: Refugee Certificate) or any other document that formally recognizes you as a registered refugee, from UNHCR, New Delhi?
10. Have you registered yourself as a refugee with any of the agencies of the Government of India? Have you received any certificate or any other document (Example: Residential Permit/ Residential Certificate/ Registration Certificate/ Long Term Visa/ Identity Certificate) from them?
11. Where are you staying in India? Did you receive any support from any government or non-government agency to build your place of dwelling? Were you forced to move from one place to another, and does it affect the education of your child?

Education of Child:

12. Have you faced any kind of problem during the time of admission of your child?

What were the documents that were produced at the time of admission?

13. What is the mode of admission? Have you taken admission of your ward under refugee quota, Foreigners/OCI quota, citizen, others(specify)

14. Did any school deny admitting your child due to the refugee status?

15. Has your child ever mentioned facing any kind of discrimination at school?

16. Are the teachers in the school cooperative with the student

17. Does the school provide free books, uniforms, shoes, and school bags?

18. If your ward is in a private school, how do you manage to pay the fees?

19. How much per year for school/tuition fees and What is the annual total expenditure on education? Do you receive any help from NGOs or the Government?
20. Does the student get any scholarships? Was it ever denied because of the refugee status?
21. Has the child faced any language barriers in school and was there any assistance provided to them to overcome that?
22. Did your child ever mention facing any physical, mental, or sexual abuse? Where do you report such issues?
23. How did your ward attend online classes during the pandemic? Has it impacted the continuity of their education? Did the school, government, or any NGO assist you with online classes?
24. Do you have electricity and internet access at your place of dwelling? Is there a laptop/computer or mobile to access the internet?
25. What does your child want to do after completing school education? Would they like to pursue higher education in India or elsewhere? Do they share any career-related worries with you?
26. Any other issues you wanted to tell us about the problems/ concerns relating to your child's education-

Annexure 3

Interview Schedule for Teachers of Schools/Colleges Where Refugee Students are Studying

Personal Profile:

1. Name of respondent:
2. Designation:
3. Name of school:
4. Religion:
5. Gender:
6. Age:

7. How many students belonging to refugee families are you teaching or previously taught?

8. Do the students belonging to refugee families regularly come to the school? If not, why? Have you tried to ascertain?

9. What is opinion about language barrier the refugee students are facing to cope up with studies? Do you as a teacher take any special class/sessions for overcoming language barrier?

10. Are the students belonging to refugee families attentive in class and do they submit their homework on time?

11. How do the students belonging to refugee families perform in the examination?

12. Do the students belonging to refugee families participate in group activities like sports and annual functions?

13. How do the other students behave with the students belonging to refugee families? Does the latter face any kind of discrimination? Are they avoided by the other students?

14. What is the dropout rate among students belonging to refugee families?
15. Do the students belonging to refugee families openly speak about their refugee background if they are ever asked to say a few words about themselves before the class?
16. Do the students belonging to refugee families get free books, school uniforms, school shoes, and school bags?
17. Do the students belonging to refugee families ever speak about their personal problems with you? What kind of problems?
18. Have you ever found any student belonging to a refugee family suffering from any kind of mental trauma? How do you counsel them?
19. Any other issues you wanted to tell us about the problems/ concerns of refugee students or of the teachers-

Annexure 4

Interview Schedule for School Management

Personal Profile:

1. Name of Respondent:
2. Designation in School Managing/ Governing Body:
3. Name of School:
4. Religion:
5. Gender:
6. Age:

7. How many students belonging to refugee families are there in your school? What are their countries of origin?

8. What legal documents do you ask for while admitting children belonging to refugee families?

9. What do you do if they do not possess any of those documents? Do you directly deny admitting them?

10. How much is the school fees and is there any deduction for refugee students? Or do you charge more fees for refugee students as they are foreigners?


11. Does the refugee families pay the fees on time? Upon failure to pay fees does the management extend any help?

12. Does the school receive any funds from the government/NGOs/Any other bodies for students belonging to refugee families? Is there any government schemes allotted for refugee students?
13. Does the school authority sensitize its teaching staff on how to deal with the students belonging to refugee families?
14. Does the school take any special care of the students belonging to refugee families? What are the steps taken by the school to integrate refugee children into the education system?
15. Does the school provide any special support to overcome the language barriers experienced by refugees?
16. Does the school provide any kind of medical checkup or medicine and supplementary nutrition? Do girl students get sanitary napkins from school?
17. Does the school provide any vocational training to refugee learners?
18. Is there any mechanism to address the grievances regarding physical, mental, or sexual abuse faced by refugee children? How often these type of incident happens?

19. Do you inform the local police station or any other government body or agency when a child belonging to a refugee family takes admission? Is there any such rule?

20. Any other issues you wanted to tell us about the problems/ concerns of refugee students or of the school management-

Annexure 5


GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION : SCHOOL BRANCH
OLD SECRETARIAT : DELHI-110054

F.No.: DE.23(363)/Sch.Br./2016/ 1313 **Dated: 05/08/16**

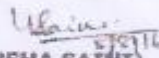
CIRCULAR

Sub.: Residential Proof in respect of refugees/asylum seeker children.

In continuation to Circulars Nos.DE.23(363)/Sch.Br./2016Vol.I/558 dated 01-04-2016 & DE.23(363)/Sch.Br./2016/838-842 dated 03-06-2016 regarding residential proof, it is again reiterated that for refugees/asylum seeker children seeking admission in Government Schools, any one of the following documents may be considered as residential proof, for current address of the student, like Refugee card, Refugee certificate, Under Consideration Certificate, LTV/Stay visa issued by the FRRO or as mentioned:-

- 1) Long Term Visa (LTV) Issued by Foreign Regional Regulatory Office (FRRO)
- 2) Support letter from UNHCR giving the current address of child

This issues with the prior approval of the Competent Authority.

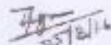

(USHA SAINI)
Dy. Director of Education (Schools)

All Heads of Govt. Schools through DEL-E

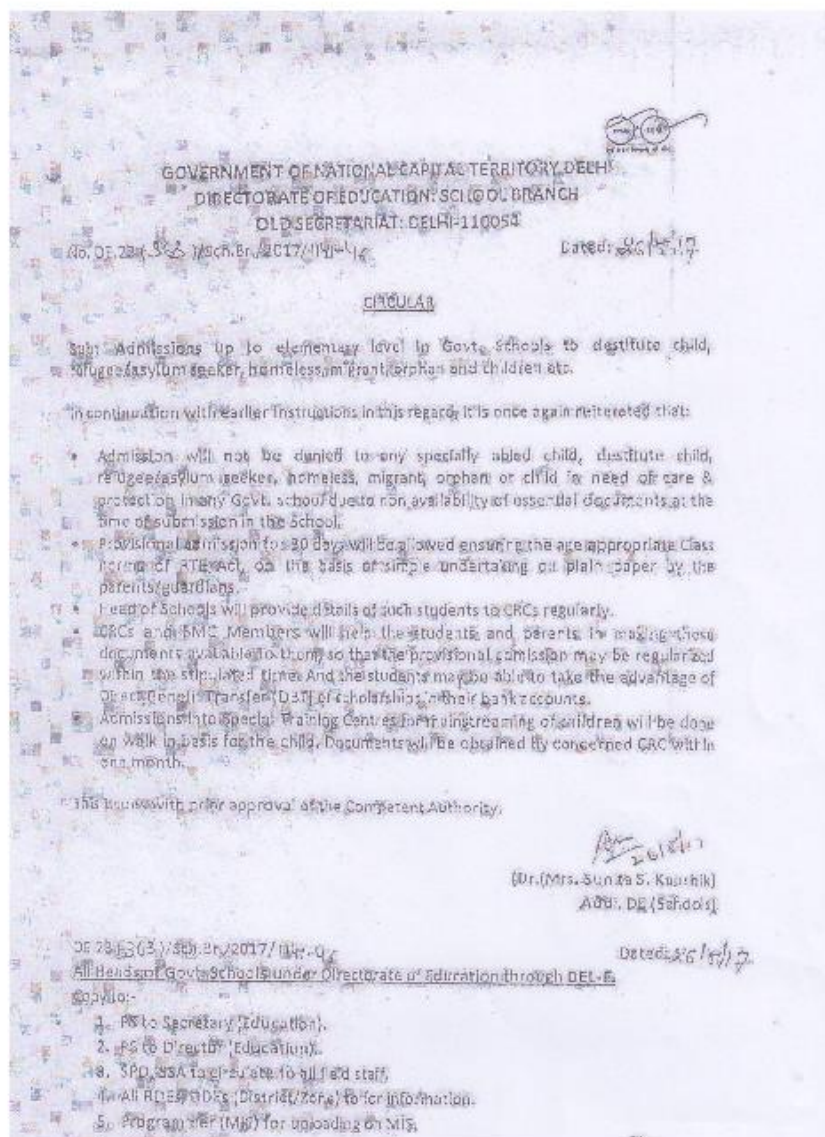
F.No.: DE.23(363)/Sch.Br./2016/ 1313 **Dated: 05/08/16**

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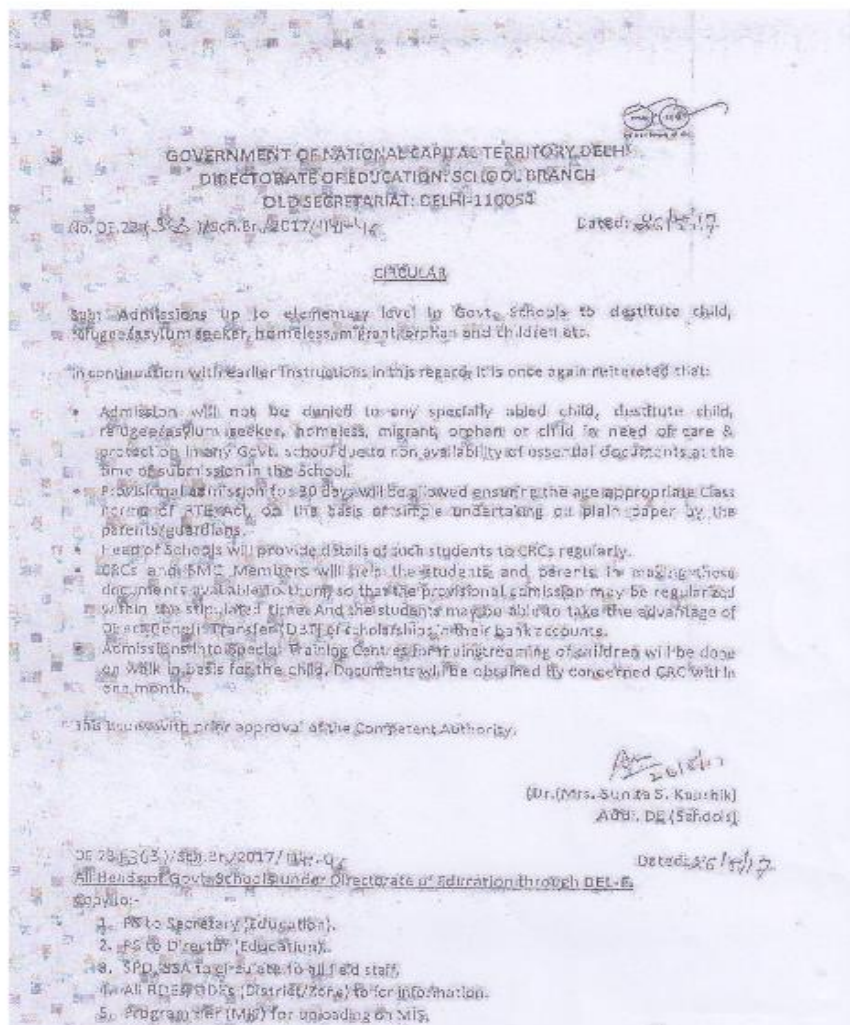
1. P.S. to Secretary (Education).
2. P.S. to Director (Education).
3. All RDEs/DDEs/DEOs for information.
4. O.S.(IT) to please upload it on the website.
5. Guard File.


(TAPESWAR)
DEO (Schools)

Annexure 6



Annexure 7



Annexure 8

No.D.32019/3/2017-DSE(Estt)
GOVERNMENT OF MIZORAM
DIRECTORATE OF SCHOOL EDUCATION
Education Centre, Treasury Square, Aizawl - 796001
Phone - 0389-2326233 Fax-2317542 E-mail: dirseme@gmail.com

Dated Aizawl, the 31st August, 2021

To

1. All District Education Officers
2. All Sub Divisional Education Officers
Mizoram

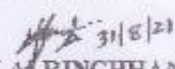
Subject: Admission for migrant/refugee children.

Sir/Madam,

I am to state that chapter 2(4) of the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act-2009) mentioned that children aged between 6 to 14 years belonging to disadvantaged communities have the right to be admitted to school in a class appropriate to his or her age for completing elementary education.

I, therefore request you to take necessary action on admission to migrant/refugee children in your jurisdiction to schools so that they can continue their schooling.


Yours faithfully,


(JAMES LALRINCHHANA)
 Director
 School Education
 Mizoram :Aizawl

Memo No.D.32019/3/2017-DSE(Estt) : Dated Aizawl the 31st August, 2021.

Copy to:

1. PS to Hon'ble Minister, School Education Department.
2. PS to Secretary, School Education Department.
3. Guard file.


 Director
 School Education
 Mizoram :Aizawl