The (In)Coherence of Canadian Refugee Education Policy with the United Nations' Strategy

Valerie Schutte
Independent Researcher

Peter Milley
&

Eliane Dulude
University of Ottawa
Canada

Abstract: This study assesses the coherence of Canada's educational policy regime with the United Nations High Commissioner for Refugees' (UNHCR) *Refugee Education 2030* strategy. We articulate a theoretical framework that combines theories about policy coherence, policy attributes, and policy tools, which informs a two-phase methodology. First, we conducted jurisdiction-based scoping reviews of policies in Canada's 13 provinces and territories which have constitutional authority over education. This yielded a sample of 155 documents, which we then analyzed for its vertical coherence with *Refugee Education 2030*. Our analysis focused on five categories of need in the UNHCR strategy with respect to refugee students, namely access to education, accelerated education, language education, mental health and psychosocial support, and special education. The findings reveal there are policies across Canada that target responses to the five categories of need. Although some policies are exemplary in their coherence with *Refugee Education 2030*, Canada's refugee

education policy regime is characterized by many inconsistencies and significant gaps. Policymakers in Canada could use the specific findings to develop or revise policies to address shortcomings. Researchers and policymakers in other countries who find value in our approach could replicate the study's method in their own jurisdictions, using the instruments provided in appendices to identify strengths and gaps.
Keywords: refugee education policy; Canada; schools; education policy

La (in)coherencia de la política educativa para refugiados canadienses con la estrategia de Naciones Unidas

Resumen: Este estudio evalúa la coherencia del régimen de políticas educativas en Canadá con la estrategia de Refugee Education 2030 del Alto Comisionado de las Naciones Unidas para los Refugiados (ACNUR). Articulamos un marco teórico que combina teorías sobre coherencia de políticas, atributos de políticas y herramientas de políticas, que informa una metodología de dos fases. Primero, llevamos a cabo revisiones de alcance basadas en la jurisdicción de las políticas en las 13 provincias y territorios de Canadá que tienen autoridad constitucional sobre la educación. Esto arrojó una muestra de 155 documentos, que luego analizamos por su coherencia vertical con Refugee Education 2030. Nuestro análisis se centró en cinco categorías de necesidad en la estrategia de ACNUR con respecto a los estudiantes refugiados, a saber, acceso a la educación, educación acelerada, educación de idiomas, salud mental y apoyo psicosocial, y educación especial. Los hallazgos revelan que existen políticas en todo Canadá que se enfocan en las respuestas a las cinco categorías de necesidad. Aunque algunas políticas son ejemplares en su coherencia con Refugee Education 2030, la política de educación de refugiados de Canadá contiene inconsistencias y brechas significativas. Los formuladores de políticas en Canadá podrían usar los hallazgos específicos para desarrollar o revisar políticas para abordar las deficiencias. Los investigadores y formuladores de políticas de otros países que encuentren valor en nuestro enfoque podrían replicar el método del estudio en sus propias jurisdicciones, utilizando los instrumentos provistos en los apéndices para identificar las fortalezas y las brechas.
Palabras-clave: política de educación de refugiados; Canadá; escuelas; política educativa

A (in)coerência da política educacional para refugiados canadenses com a estratégia das Nações Unidas

Resumo: Este estudo avalia a coerência do regime de política educacional no Canadá com a estratégia de Refugee Education 2030 do Alto Comissariado das Nações Unidas para os Refugiados (ACNUR). Articulamos uma estrutura teórica que combina teorias sobre coerência de políticas, atributos de políticas e ferramentas de políticas, que informam uma metodologia de duas fases. Primeiro, realizamos análises de escopo baseadas em jurisdição de políticas nas 13 províncias e territórios do Canadá que têm autoridade constitucional sobre a educação. Isso rendeu uma amostra de 155 documentos, que analisamos por sua coerência vertical com a Refugee Education 2030. Nossa análise se concentrou em cinco categorias de necessidades na estratégia do ACNUR em relação aos estudantes refugiados, a saber, acesso à educação, educação acelerada, ensino de idiomas, saúde mental e apoio psicossocial e educação especial. Os resultados revelam que existem políticas em todo o Canadá que visam respostas às cinco categorias de necessidades. Embora algumas políticas sejam exemplares em sua coerência com a Refugee Education 2030, a política de educação para refugiados do Canadá contém inconsistências e lacunas significativas. Os formuladores de políticas no Canadá podem usar as descobertas específicas para

desenvolver ou revisar políticas para lidar com as deficiências. Pesquisadores e formuladores de políticas de outros países que valorizam nossa abordagem podem replicar o método do estudo em suas próprias jurisdições, usando os instrumentos fornecidos nos apêndices para identificar pontos fortes e lacunas.

Palavras-chave: política de educação de refugiados; Canadá; escolas; política educacional

The (In)Coherence of Canadian Refugee Education Policy with the United Nations' Strategy

Issues related to students with refugee protection (SwRP) and students seeking refugee protection (SsRP)[1] in educational systems in major resettlement countries like Canada have shifted in recent decades, with unprecedented influxes of asylum seekers and refugees arriving via established and non-traditional pathways (United Nations High Commissioner for Refugees [UNHCR], 2015; 2020). Most traditional resettlement countries have well-resourced education systems relative to the countries of origin and transition countries of many people seeking and granted refugee protection (RP). But those systems can still pose barriers to the education of SwRP and SsRP (UNHCR, 2019a), despite their defined right to education under the *1951 Convention relating to the Status of Refugees* and its 1967 Protocol (Office of the High Commissioner for Human Rights [OHCHR], 1967; UNHCR, 1951).[2] As part of these dynamics, UNHCR (2020) noted that, of the 26 million people with RP worldwide, 43% are school-aged (under the age of 18); yet, in comparison to global rates of primary and secondary enrolment of 91% and 84% respectively, the rates for children and youth with RP are only 63% and 24% (UNHCR, 2019a).

In response to what can be called a crisis in refugee education, UNHCR recently released *Refugee Education 2030*, a global strategy and framework to guide the development of country-specific education policies.[3] *Refugee Education 2030* calls for governments to "establish dedicated policy

---

[1] We thank one of the reviewers recommended we use the term "students from refugee backgrounds" to identify the population of concern. We agree that is an accepted term, but we chose to use the terms "students with refugee protection" and "students seeking refugee protection" because they reflect the circumstances and entitlements of individuals legally recognized as refugees and individuals not (yet) recognized as refugees. This is relevant to our study because it reflects the fundamental distinction in Canada's refugee system between individuals who seek refugee protection from outside Canada, those who come to Canada after being granted refugee status (i.e., resettled refugees), and those who make refugee protection claims from within Canada (i.e., refugee claimants) (Government of Canada, 2021a).

[2] A convention refugee is a person who, "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return" (UNHCR, 1951, Article 1(2)). The *1967 Protocol* extended the scope of its applicability to individuals forcibly displaced worldwide (UNHCR, 2011). The *Refugee Convention* guarantees individuals with refugee status "the same treatment [as that] accorded to nationals with respect to elementary education" and "treatment as favourable as possible… with respect to education other than elementary education" (UNHCR, 1951, Article 22). Furthermore, the *Convention on the Rights of the Child* affirms the rights of all children, including refugee children, to free and compulsory primary education, to accessible secondary education, and to higher education on the basis of capacity (OHCHR, 1990, Article 28).

[3] *Refugee Education 2030* provides an action plan for the *Global Compact on Refugees* (UNHCR, 2019b), a non-binding international agreement adopted on December 17, 2018 that identifies categories in need of support, one of which is education (notably in Articles 68 and 69) (UNHCR, 2018).

regarding refugee-inclusive national education systems" (UNHCR, 2019b, p. 33) with education policies being "proactive and explicit on [the] inclusion of refugees" (UNHCR, 2019b, p. 33) to address "the particular learning needs of refugee students" (UNHCR, 2019b, p. 2). The strategy aims to have SwRP and SsRP achieving parity with their non-refugee peers in pre-primary, primary and secondary education, and to boost enrolment in higher education to 15% by 2030 (UNHCR, 2019b). A major concern for UNHCR (2019c) is that "national and regional education policies, plans and programmes…incorporate refugees" (p. 6) through the implementation of policies that are coherent within and across educational jurisdictions in each country. This is because incoherence and "policy gaps" have major implications SwRP and SsRP education pathways and subsequent life chances (UNHCR, 2019c, p. 37).

Previous studies have examined select refugee education policies in host countries neighboring on the countries of origin of SwRP and SsRP (e.g., Iran, Kenya, Lebanon, Rwanda, Uganda) with respect to access to national education systems of SwRP, with the latter often from one country of origin (e.g., the Syrian Arab Republic) (Bellino & Dryden-Peterson, 2019; Beltekin, 2016; Buckner et al., 2017; Dryden-Peterson et al., 2019; Hamadeh, 2019). Studies on traditional resettlement countries like Australia and Canada assert there is a lack of education policy addressing SwRP and support UNHCR's claim that the reliance on general education policies, in which students with refugee backgrounds are aggregated with other cohorts, can lead to inappropriate responses and systemic barriers to the learning and success of SwRP and SsRP (Brewer, 2018; Kanu, 2008; Matthews, 2019; Miller et al., 2018; Shakya et al., 2010; Wilkinson, 2002).

In Canada, studies have documented some of the unintended consequences that emerge when SwRP and SsRP are covered by general, rather than refugee-specific, education policies. They indicated that some SwRP were placed in grades or academic streams inappropriate for their ages, maturity levels, capabilities, and aspirations (Shakya et al., 2010; Wilkinson, 2002; Yau, 1996). Needs with respect to language learning, accelerated education, and special education were confounded in Canadian schools, resulting for example in SwRP with language learning needs being placed in academic streams below their academic proficiencies, and those with missed education being placed in special education programs despite having no diagnosed conditions for such placement (Kaprielian-Churchill, 1996; Wilkinson, 2002; Yau, 1996). MacNevin (2012) explained how SwRP who have missed education and therefore typically have had less formal literacy instruction are placed in language education programs that assume they have robust literacy skills that can be transferred to the learning of the new language. MacNevin showed this to be one unintended consequence of not providing refugee-specific policy instruments and/or appropriate funding to provide professional development to educators to teach beginner literacy skills to older students using appropriate materials.

These studies highlight that a lack of specific recognition and needed supports for SwRP and SsRP obstructs them from completing secondary school, being eligible for higher education, and using their education to pursue desired futures (Shakya et al., 2010; Wilkinson, 2002).[4] They also indicate it is not sufficient to simply include the mention of SwRP and SsRP in general policies, but that educational policies explicitly dedicated to SwRP and SsRP are needed. However, little is known about how educational policies in major resettlement countries have created or adapted their policy designs to address specific issues related to the increased numbers and mobility of people with and seeking RP, and to what extent refugee education policies in each jurisdiction correspond *coherently* to UNHCR's guiding framework that targets *explicit* inclusion of SwRP and SsRP.

---

[4] UNHCR (2019a) reports that global rates of enrolment in postsecondary education is 37%, but for refugees and asylum seekers the rate is only 3%.

Purpose of this Study

Our purpose was to analyze the vertical coherence (Carbone, 2009) of current policies in Canada towards the primary and secondary education of SwRP and SsRP with *Refugee Education 2030*. Specifically, we sought to determine the extent to which policies aim to realize "Expected Result 1" of "Strategic Objective 2" of *Refugee Education 2030* while using the "Enabling Activities" and "Strategic Approaches" advised by the UNHCR (2019b, p. 25). Table 1 summarizes this key section of the UNHCR strategy.

Table 1

Elements of UNHCR's (2019) Refugee Education 2030 *Strategy Used as Reference Points for Policy Coherence in This Study*

Strategic Objective 2	Expected Result 1	Enabling Activities	Strategic Approaches
Foster safe enabling environments that support learning for all students, regardless of legal status, gender or disability (UNHCR, 2019b, p. 43)	Children and youth are prepared to learn and succeed in national education systems (UNHCR, 2019b, p. 43)	Children and youth: 1) Are supported to make up for missed schooling 2) Are provided with adequate language training 3) Will be provided with conditions that foster social and emotional learning (SEL)[5] and receive mental health and psychosocial support 4) Receive any supports required to enable their access to the education system 5) Are taught by teachers who have been adequately prepared to include refugee children and learners with diverse learning requirements (UNHCR, 2019b, p. 43)	Ways of working to ensure Strategic Objectives are met: 1) Partnership 2) Collaborative Learning and Capacity Development 3) Innovation, Evidence, and Growth (UNHCR, 2019b, p. 30).

We selected *Refugee Education 2030* as the key reference document for this policy coherence study for two reasons. First, UNHCR's holds a central position in refugee education due to its longstanding global mandate to protect the rights of refugees (UNHCR, 2013), including the right to education. The latter is recognized as a fundamental right in the *1951 Convention Relating to the Status of Refugees* (UNHCR, 1951) that is one of the core policy instruments of international refugee law. As

---

[5] In *Refugee Education 2030*, a hyperlink is attached to the phrase "social and emotional learning", which goes to background paper of the Inter-Agency Network for Education in Emergencies (INEE) titled *Psychosocial support and social and emotional learning for children and youth in emergency settings* (INEE, 2016). Social and emotional learning is defined there as "a process of acquiring core competencies to recognize and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively" (p. 10). This learning aims to foster the development of five interrelated sets of competencies: self-awareness, self-management social awareness, relationship skills, and responsible decision-making (p. 10).

UNHCR's exercise of its mandate presupposes commitments from and cooperation with states, other international agencies, and non-governmental organizations (UNHCR, 2013), it has been establishing global refugee education policy, coordinating with governments around national refugee education policy development and implementation, and collaborating with organizations involved in refugee education since the 1960s (Dryden-Peterson, 2016a). Recent years have seen increased involvement of numerous international and multilateral organizations in refugee education. The positioning of these actors with respect to refugee education is ongoing, and UNHCR continues to feature centrally. Collaboration and coordination with UNHCR is a common feature of the diverse initiatives undertaken by the numerous other global institutions involved in refugee education policy, finance, and praxis (i.e., UNICEF, UNESCO, the World Bank, Education Cannot Wait [ECW], the Organisation for Economic Co-operation and Development [OECD], and the Global Partnership for Education) (see ECW, 2019; Hanafi et al., 2021; OECD, 2020; UNHCR & UNICEF, 2020; UNESCO, 2020; UNHCR & GPE, 2016). Second, from a normative standpoint, the refugee education policies of UN member states should be coherent with *Refugee Education 2030* because this strategy is inscribed within the *2030 Agenda for Sustainable Development* adopted by all 193 UN member states (UN, 2015; UNHCR, 2019b), including Canada (Government of Canada, 2021a).[6] We selected Expected Result 1 of Strategic Objective 2 of *Refugee Education 2030* as the specific reference point because it articulates the *core goal* of education, which is for children and youth to learn and succeed.[7]

Our study is thus concerned with the vertical policy coherence between UNHCR's international refugee education as a key policy reference framework and the assessment of refugee education policy designs enacted in Canada as a UN member state. We selected Canada because 20% of all refugees resettled globally between 2010 and 2020 were received by Canada (UNHCR, 2020). For constitutional reasons, Canada does not have a centralized, national system of education or a federal department of education. Rather, Canada's 10 provinces and three territories have the responsibility for education, and each has its own ministry that establishes policies for primary and secondary education (Council of Ministers of Education, Canada, 2020). As each of Canada's 13 educational jurisdictions has its own education policy set, we define *vertical coherence* with *Refugee Education 2030* as the coherence of sets of Canadian refugee education policies that if properly designed, can potentially achieve larger goals of the Enabling Activities of Expected Result 1 of Strategic Objective 2 and the Strategic Approaches of *Refugee Education 2030*.

Theoretical Framework

We begin by situating this study within the fields of educational policy analysis and political science. Policy coherence has been studied in the field of educational policy analysis, where at least three perspectives exist. Some researchers have viewed coherence as a problem of policy design by top government officials—mainly district central offices and state and federal agencies—with such studies typically looking at the external, top-down alignment into schools (e.g., Fuhrman,1993). Other researchers have taken a bottom-up approach to finding solutions within schools and

---

[6] Sustainable Development Goal 4 (SDG4) of the *2030 Agenda* is for free primary and secondary education for all (UNGA, 2015). By virtue of the *Incheon Declaration for the Implementation of SDG4* (UNESCO, 2016), refugee children and youth are included among the "all boys and girls", "all youth", and "all men and women" targeted by SDG4 (UNGA, 2015, p. 17). Canada is legally obligated to provide education to refugee children and youth: It acceded to both the 1951 *Refugee Convention* and its *Additional Protocol* in 1967 and ratified the *Convention on the Rights of the Child* in 1991 (Government of Canada, 2017).
[7] The Enabling Activities of *Refugee Education 2030* align with all the education-related aims of the *Global Compact on Refugees* (UNHCR, 2019b).

engaging school leaders in setting their own goals and improvement strategies that fit local contexts (e.g., Honig & Hatch, 2004). Still others have focused on the internal coherence of curriculum policy documents as a technical problem of aligning standards, curricula, and assessments (e.g., Bateman et al., 2007).

In the present study, we chose to integrate the literature from political science to look at policy coherence as a "process where policy makers design a set of policies in a way that, if properly implemented, they can potentially achieve a larger goal" (Cejudo & Michel, 2017, p.750). This view encourages a focus on how each educational policy is part of an existing set that constitutes a whole. Thus, using specific criteria and a systematic methodology outlined below, we analyze and assess the overall coherence of sets of provincial and territorial policies in Canada that seek to support, coordinate and achieve the full integration of SwRP and SsRP using the global strategy *Refugee Education 2030* as the key policy reference. We chose the latter based on some authors' claims of the absence of overarching policy frameworks for refugee education in traditional resettlement countries resulting in fragmented education policies and activities (Brewer, 2018; Christie & Sidhu, 2006; Matthews, 2008; Miller et al., 2018). This choice allowed us to compare and assess the connectedness and associations of ideas promoted by the international governing body with existing sets of policy designs in Canada.

Our theoretical framework is summarized in Figure 1. It combines concepts about policy coherence to assess the *vertical coherence*[8] of the of policy sets in Canadian provinces and territories[9] relative to Expected Result 1 of Strategic Objective 2 of *Refugee Education 2030*, considering the related Enabling Activities and Strategic Approaches and five categories of need inherent in the UNHCR strategy. Specifically, we draw on Cejudo and Michel's (2017) policy coherence framework, which conceives the *coherence* of policies within a domain (e.g., refugee education) as a function of 1) coherence among policies' objectives; 2) coherence among policies' targeted populations; and 3) coherence among policies' instruments. Cejude and Michel define these three elements as 1) "the consistency between the individual objectives of the policies that coexist within the same policy domain" (p. 755), 2) "the sum of all the people targeted includes the entire policy domain's target population" (p. 755), 3) "the way [policies] are designed, to solve the same public problem with different tools" (p.755). Our definition of policy coherence incorporates these three elements.

We also integrate Desimone's (2002) and Porter's (1994) work on policy attributes. These authors observed that successful policy implementation depends on the interactions of interrelated *attributes* of policies, of which we concentrate on *consistency* and *specificity*. Consistency designates the extent to which various policies contradict or reinforce each other (Desimone, 2002; Porter, 1994), with the latter scenario allowing for greater coherence. Specificity refers to "how extensive and detailed a policy is" (Desimone, 2002, p. 438).

---

[8] Vertical policy coherence is one of four types identified by Carbone (2009). The others are donor-recipient, multilateral, and horizontal coherence. Although "vertical" typically refers to coherence of policies at different levels of government within a country (Steiner-Khamsi, 2012), we extend the definition to the level of global governance, with the UN at its pinnacle.

[9] For brevity, we use the official English acronyms for each of the jurisdictions (Statistics Canada, 2018), namely Alberta (AB), British Columbia (BC), Manitoba (MB), Newfoundland and Labrador (NL), New Brunswick (NB), Northwest Territories (NT), Nova Scotia (NS), Nunavut (NV), Ontario (ON), Prince Edward Island (PE), Quebec (QC), Saskatchewan (SK), Yukon (YK).

Figure 1

Theoretical Frameworks Defining Policy Coherence and Attributes across Five Categories of Need Inherent in Refugee Education 2030
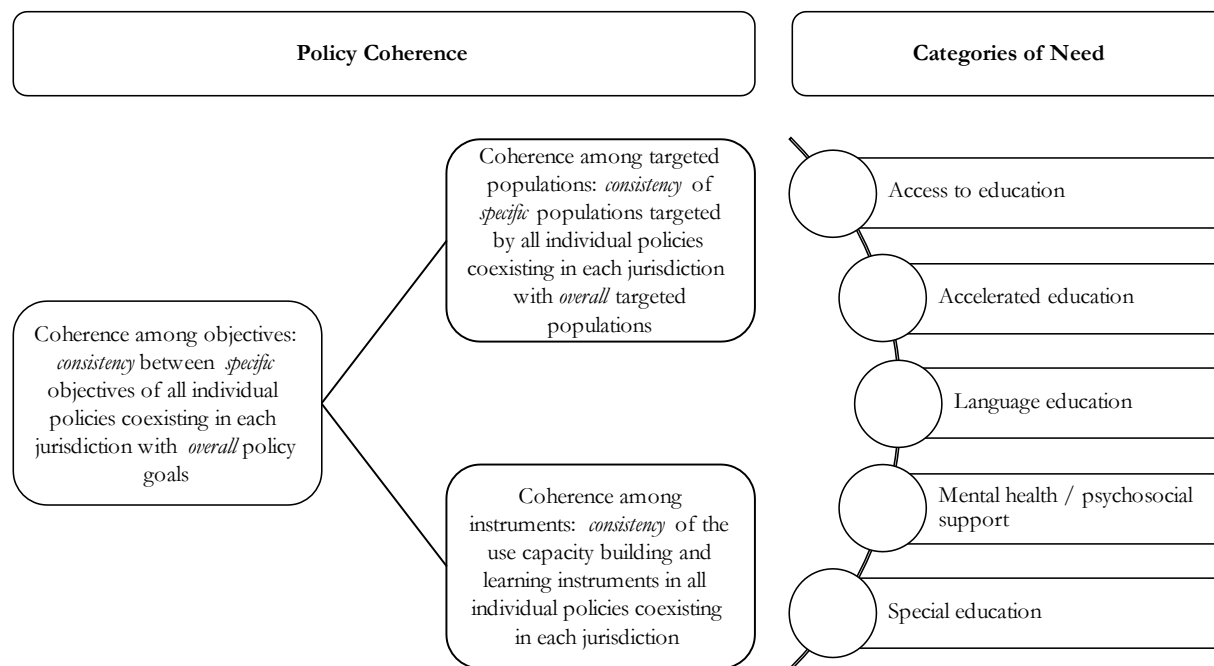
Consequently, the first element, coherence among objectives, refers to the *consistency* between the *specific* objectives of individual policies coexisting in each jurisdiction with the *overall* objectives of the policy, with the latter referenced to *Refugee Education 2030*.[10] The second element, coherence among targeted populations, is understood as the *consistency* of the *specific* populations targeted by all the policies coexisting in each jurisdiction, referenced to the populations targeted by *Refugee Education 2030*: those who benefit, those who implement, and those who partner.[11] The third element, coherence among instruments, is defined as the *consistency* of the use of capacity building and learning instruments in the individual policies coexisting in each jurisdiction, again referenced to *Refugee Education 2030*. Policy instruments are techniques governments use to prompt targeted implementation agents to act in ways consistent with a policy objective, and policies must use different yet complementary instruments to motivate and enable heterogeneous individuals in different situations to take a range of actions to address the same objective (Schneider & Ingram,

---

[10] In each Canadian educational jurisdiction, policies that had objectives of responding to one category of need of refugee students were aggregated. Coherence among objectives is therefore primarily concerned with the consistency of the aggregation of objectives of the policies with the relevant area of need.

[11] In *Refugee Education 2030*, the targeted benefiting populations are refugee and refugee claimant children and youth of primary and secondary school age (UNHCR, 2019b, p. 7). The targeted implementation agents are government agents, such as teachers, administrators, and support personnel (UNHCR, 2019b, p. 33). The targeted partners include organizational partners (UNHCR, 2019b, p. 33) and partners from "a whole of society" perspective (UNHCR, 2019b, p. 15). Organizational partners may include intergovernmental, international non-governmental, civil society, private sector, and/or academic organizations (UNHCR, 2019b, p. 33-37). We interpreted partners from "a whole of society" perspective (UNHCR, 2019b, p. 15) as being educational stakeholders such as students, parents/guardians, families, and community members.

1990).[12] In this study, policy instruments are defined as the *capacity building* (i.e., provision of information, training, education, resources) and *learning* (i.e., open-ended derivation of approaches and activities, evaluation) instruments because they are at the heart of the strategic objective of *Refugee Education 2030* that serves as the touchstone for this study (i.e., Strategic Objective 2). They encourage targeted implementation agents to devise approaches and undertake activities towards an objective, and to evaluate progress towards the objective.[13]

Methodology

This study sought to answer: To what extent are Canadian provincial and territorial education policies coherent with the Enabling Activities for Expected Result 1 of Strategic Objective 2 and the Strategic Approaches in *Refugee Education 2030?* This question built on findings from a prior study that triangulated the five categories of need indicated in the UNHCR document with empirical studies (see Table 2) and confirmed the presence of these needs in the Canadian context (Schutte, 2020). That prior study also highlighted unique characteristics based on the distinction between children and youth seeking refugee protection (RP) in Canada and those granted RP before arriving, and on the population distribution in Canada of children and youth seeking RP and with RP (see *Appendix 1*), including that most reside in five provinces (AB, BC, MB, ON, QC; Schutte, 2020).[14]

The present study proceeded in two steps: first by conducting jurisdiction-based scoping reviews of policies in Canada's 13 provinces and territories; then by analyzing the sample of policies for their vertical coherence with *Refugee Education 2030,* focusing on policies addressing the five categories of needs.

Step 1: Jurisdiction-Based Scoping Reviews of Policies

To identify relevant policy documents, we conducted jurisdiction-based scoping reviews of policies (Hare et al., 2016) based on the PRISMA-ScR checklist and explanation (Tricco et al., 2018) using the websites of provincial and territorial governments. Based on our review of existing scholarship on policy coherence, a systematic approach using PRISMA-ScR had not previously been used. We needed to create and follow our own strategy (see *Appendix 2*). We performed English and French language searches in March 2020. We also identified additional documents through external websites linked to government webpages and from an appendix of a grey literature review (Ratković

---

[12] Schneider and Ingram (1990) identified five types of policy instruments: authority (i.e., permission, prohibition, or mandatory action), incentives (i.e., inducements, charges, sanctions, force), symbolic and hortatory gestures (i.e., pronouncements, rationales, labeling), capacity building (i.e., information, training, education, resources), and learning (i.e., open-ended derivation of approaches and activities, evaluation).

[13] There is a balance to be struck in the application of the combined concepts in our theoretical framework in addressing five categories of need and focusing on the independence or intersectionality of the individual policies comprising each jurisdiction's set of policies. For example, policies with respect to special education may need to consider the proficiency in the language of instruction of SwRP and SsRP who have special needs—that is, some SwRP and SsRP with special needs may be proficient in the language of instruction while others may need to learn the language and may thus be further disadvantaged.

[14] This prior study was based on publicly available statistics about refugee claimants[14] and refugees in Canada from January 2015 to March 2020. Datasets on refugee claimants were sourced from Open Government and from the website of the Immigration and Refugee Board of Canada [IRB] (IRB, 2020a). These datasets were used in combination with datasets published by global governance institutions, including UN agencies and the World Bank. Where statistical data were not available for a category of needs, empirical studies were sourced and analyzed (see Schutte, 2020, p. 10).

et al., 2017). We also assessed for inclusion the *Education Act* or *Schools Act* of each province and territory. Our scoping review revealed that Canada's refugee education policies comprised 155 policy documents as of March 2020. Of these documents, 117 were in English and 38 were in French, and they came from 11 jurisdictions, with the remaining 2 jurisdictions (NU, YK) lacking any documents (see *Appendix 3*). As a result of this latter review, our subsequent analyses of the documents often refer to 11 rather than 13 jurisdictions because of the absence of policies in two territories.

Table 2

Categories of Needs of Refugee Children and Youth in Educational Contexts corresponding to the Enabling Activities of Expected Result 1 of Strategic Objective 2 of Refugee Education 2030 *and Triangulating Sources from the Empirical Knowledge Base*

Enabling Activity	Category of Need	Sources Confirming Category of Need
Children and youth receive any supports required to enable their *access to the education system*	Access to education	Al-Hroub (2014); Bilagher & Kaushik (2020); Crea (2016); Dryden-Peterson (2016b); Dryden-Peterson & Reddick (2017); Gladwell (2019); Graham et al. (2016); Mace et al. (2014); Potochnik (2018); Schneider (2018); Stark et al. (2015)
Children and youth are supported to make up for *missed schooling* in preparation for entering formal education at age-appropriate levels	Accelerated education	Bilagher & Kaushik (2020); Dryden-Peterson (2016b); Due, Riggs, & Mandara (2015); Mace et al. (2014); Morrice et al. (2020); Potochnik (2018)
Children and youth are provided with adequate *language training* where necessary	Language education	Al-Hroub (2014); Bilagher & Kaushik (2020); Dryden-Peterson (2016b); Dryden-Peterson & Reddick (2017); Due, Riggs, & Mandara (2015); Graham et al. (2016); Mace et al. (2014); Miller et al. (2018); Morrice et al. (2020); Potochnik (2018)
Children and youth will be provided with conditions that foster social and emotional learning (SEL), and where needed, receive *mental health and psychosocial support*	Mental health and psychosocial support	Al-Hroub (2014); Beiser & Hou (2016); Ellis et al. (2013) Fazel et al. (2012); Fazel et al. (2016); Hodes & Vostania (2019); Mace et al. (2014); Pieloch et al. (2016); Stark et al. (2015)
Teachers…have been adequately prepared to include refugee children…with *diverse learning requirements, including children and youth with disabilities*	Special education	Al-Hroub (2014); Graham et al. (2016); Gladwell (2019); Hodes & Vostania (2019); Mace et al. (2014)

Note. All quotes for Enabling Activities column taken from UNHCR (2019b, p. 43).

Figure 2[15] presents the results of this search process, which yielded a final sample of 155 policy documents (see *Appendix 3*) based on the systematic application of inclusion and exclusion criteria (see *Appendix 4*).

---

[15] Figure 2 is based on PRISMA-based flow diagram (Moher et al., 2009).

Figure 2

PRISMA-Based Flow Diagram of the Jurisdiction-Based Scoping Review of Policies
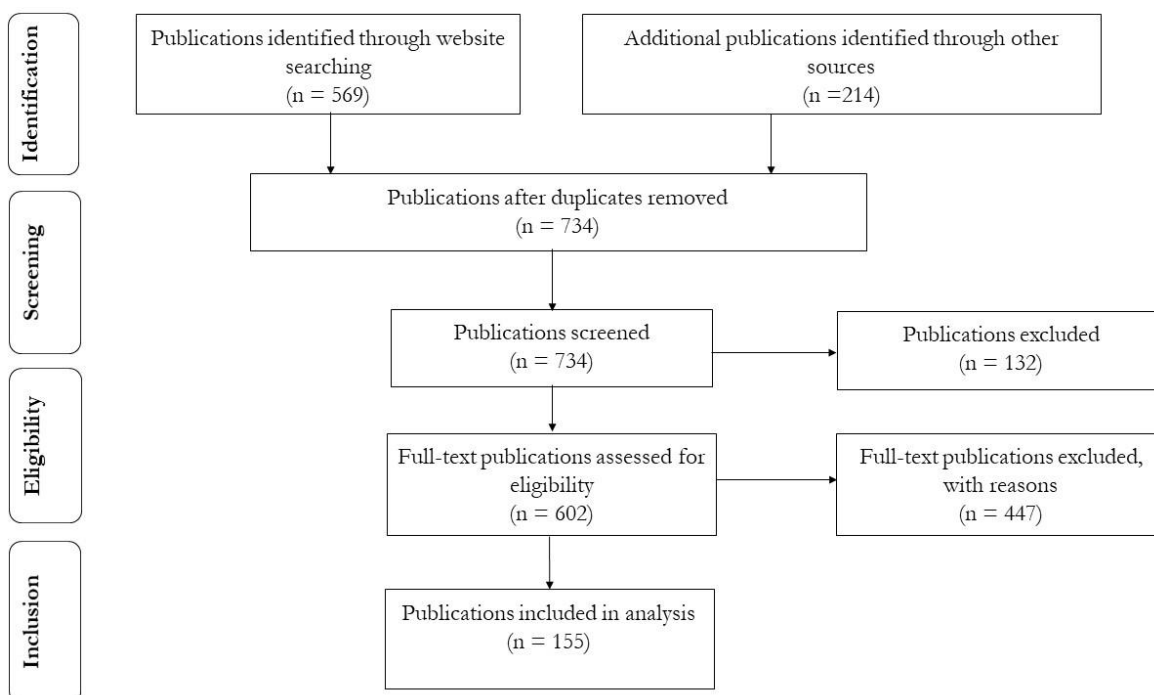
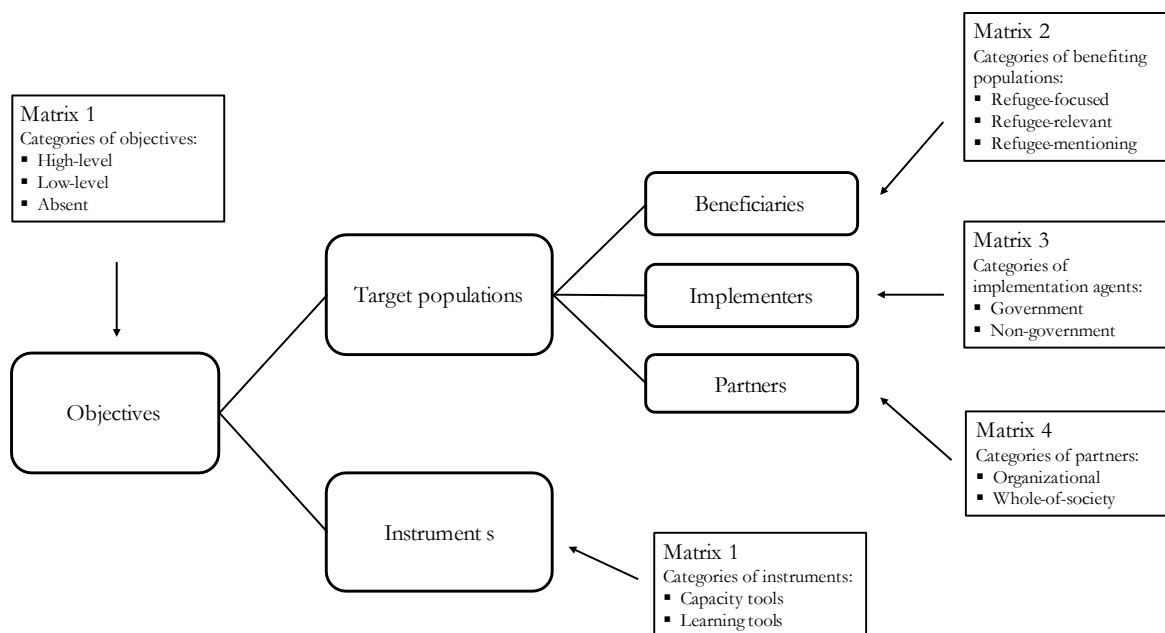## 2. Policy Coherence Analysis of the Sample

Data Charting

The content of each of the 155 eligible policy documents was charted using a data abstraction instrument (DAT; see *Appendix 5*). The first section of the DAT was used to record the characteristics of the policy document (i.e., jurisdiction, date of publication, date of effect, type of policy document) and to summarize its contents. The second section was used to record data about the policy objectives that pertained to each of the five categories of need (i.e., access to education, accelerated education, language education, mental health and psychosocial support, and special education), the targeted populations, and the instrument(s) associated with each objective. Each objective and its corresponding targeted populations and instrument(s) were grouped as one policy data item unit, as conceptualized in Figure 3.

The final section of the DAT was used to record considerations relating to the intersectionality of objectives because a single policy document could include multiple objectives pertaining to different categories of needs. We used NVIVO™ data analysis software to code all the policy data items in each DAT and produced a master codebook (see *Appendix 6*) that could be disaggregated into codebooks by jurisdiction as required. We then extracted all policy data item units in each jurisdiction and sorted them in a series of policy analysis matrices that addressed each of the elements of policy coherence —i.e., matrix 1 brought together data on policy objectives, matrices 2, 3 and 4 on targeted populations, and matrix 5 on instruments, again conceptualized in Figure 3. Each series of matrices addressed one of the five categories of need, such that each jurisdiction's data was sorted into five completed series.

Figure 3

Conceptualization of a Policy Data Item Unit Linked to Matrices Used to Record and Analyze Data for Each Item for Each Policy in Each Educational Jurisdiction

Analysis of the Policy Coherence Among Objectives

We used matrix 1 to organize data on objectives from each jurisdiction's refugee education policies based on each of the five categories of need, and then analyzed for coherence in term of *consistency* between *specific* objectives of individual policies that coexist within the same category of need and the *overall objective* related to that category of need drawn from the relevant Enabling Activity from *Refugee Education 2030*. An objective was categorized in the DAT as "high-level" if it was a main objective in a policy document or as "low-level" if it was secondary.[16] We assigned "not applicable" when documents did not have any objectives pertaining to a category of need. When "not applicable" was assigned to a category of need for all documents in a jurisdiction, we determined that to signify a "policy gap" (i.e., an absence of policy objectives for addressing that need). When documents from a jurisdiction had high- and/or low-level objectives with respect to a category of need, we analyzed these to assess their *consistency* (as the measure of coherence) or lack thereof (as the measure of incoherence) with the overall objective related to that category of need. We used a policy coherence rubric to make these assessments (see *Appendix 7*).

Analysis of the Policy Coherence Among Populations

We used three matrices to analyze coherence among the three populations identified in *Refugee Education 2030*: those who benefit, those who implement, and those who partner (see Figure 3).

---

16 For example, a language education policy with a subsection on promoting the mental health of language learners would have objectives pertaining to *language education* as high-level objectives, while objectives pertaining to *mental health and psychosocial support* were deemed low-level.

Refugee Education 2030 describes the targeted benefiting population to be children of primary and secondary school age with or seeking RP "regardless of legal status, gender or disability" (UNHCR, 2019b, p. 43). With this definition in mind, we used matrix 2 to record and analyze data on the benefiting populations articulated in individual policies. To facilitate analyses of the *specificity* by which SwSR and SsRP are targeted as beneficiaries, we incorporated three categories into the matrix: "refugee-focused", "refugee-relevant", and "refugee-mentioning".[17] Refugee-focused policies are those in which SwRP and/or SsRP are the targeted benefiting population.[18] Refugee-relevant policies are those in which such students are not the primary benefiting population but are named as a cohort of a broader targeted population. Refugee-mentioning policies are those in which the term "refugee" appears, but not in the context of explicitly identifying SwRP and SsRP to be the targeted population.

When inputting a benefiting population in the matrix, specified characteristics were recorded. Here, age, gender, and ability were used to analyze *consistency* with *Refugee Education 2030*, and other specified characteristics (e.g., countries of origin, refugee pathway, immigration category, etc.) were used to analyze the inclusivity of policies with respect to *all* SwRP and SsRP or their exclusivity to specific cohorts. We used matrix 3 to record and analyze data about targeted implementation agents. Here we categorized implementing populations as "government agents" and as "not government agents". Matrix 4 was used to record and analyze data with respect to partnering populations. We sourced two categories of targeted partners from *Refugee Education 2030*: "organizational partners" and "partners from a whole of society approach". The former was to include intergovernmental organizations, international non-governmental organizations, civil society organizations, private sector organizations and foundations, and academic networks (UNHCR, 2019b, p. 34-37) and the latter included individual stakeholders from Canadian civil society, such as student, parents, guardians, families, and communities (UNHCR, 2019b, p. 14). Once these data were organized in matrices, we used a policy coherence rubric (see *Appendix 7*) to assess the coherence, incoherence, and gaps in policies with respect to targeted populations in each jurisdiction.

Analysis of the Policy Coherence Among Instruments

A fifth matrix and rubric (see *Appendix 7*) were used to analyze the coherence of instruments addressing each category of need with the Strategic Approaches of Collaborative Learning and Capacity Development and Innovation, Evidence, and Growth in *Refugee Education 2030*.

---

[17] The first category is based on the findings of empirical studies in traditional resettlement countries, including Canada, that show there is a lack of policies specifically dedicated to refugee students (Christie & Sidhu, 2006; Kanu, 2008; MacNevin, 2012; Shakya et al., 2010; Yau, 1996). The second category is based on the empirical finding that refugee students are often conflated with immigrant students, racialized students, language learners, and other cohorts in research and policy (Brewer, 2016; Miller et al., 2018; Shakya et al., 2010) and on *Refugee Education 2030* advancing that governments can establish "explicit policy on inclusion of refugees, stateless and other displaced people in national systems" (UNHCR, 2019b, p. 33). The final category was created in response to our reading of education policy documents in which the term "refugee" appeared but in which refugees were not an explicitly targeted population.

[18] This category also included children with shared or similar characteristics to refugees (e.g., immigrants from countries where armed conflicts are taking place or immigrants who were a persecuted minority in another country but immigrated to Canada without seeking asylum or claiming refugee status).

Synthesis of the Coherence of Canada's Refugee Education Policy Sets

The data organized in the preceding matrices for all jurisdictions were compiled into a single synthesis matrix (see Table 4). This provided for an assessment of the overall coherence of the refugee education policy sets of all provinces and territories based on the aggregation of data for each jurisdiction with respect to the five categories of need, the three main elements of policy coherence (i.e., objectives, populations, instruments), and the coherence level of the combined policies (i.e., their coherence, incoherence, and absences).

Table 4

Number of Canadian Educational Jurisdictions Without or With Refugee Education Policies, and Their Level of Coherence with Refugee Education 2030 *by Category of Need and Element of Policy Coherence*

Coherence Level	Coherence among Objectives	Coherence among Populations				Coherence among Instruments	
		Benefiting	Implementing	Partnering Org.	WoS	Capacity	Learning
Category of Need: Access to Education							
Provide supports to enable access to the education system							
Coherent	9	5	8	7	9	6	1
Incoherent		4	1			2	3
Absent	4	4	4	6	4	5	9
Category of Need: Accelerated Education:							
Provide support to make up for missed schooling							
Coherent	5	2	9	3	9	7	1
Incoherent	4	7				1	2
Absent	4	4	4	10	4	5	9
Category of Need: Language Education:							
Provide adequate language training where necessary							
Coherent	8	3	8	6	5	7	6
Incoherent		5			2		1
Absent	5	5	5	7	6	6	6
Category of Need: Mental health and Psychosocial Support:							
Foster social and emotional learning							
Coherent	11	3	11	11	10	11	10
Incoherent		6			1		1
Absent	2	4	2	2	2	2	2
Sensitize the school community to refugeehood							
Coherent	7	2	9	9	8	5	7
Incoherent	2	1			1		
Absent	4	10	4	4	4	8	6
Provide mental health and psychosocial support							
Coherent	7	4	7	7	7	4	
Incoherent		3				2	6
Absent	6	6	6	6	6	7	8

Coherence Level	Coherence among Objectives	Coherence among Populations				Coherence among Instruments	
		Benefiting	Implementing	Partnering Org.	WoS	Capacity	Learning
Category of Need: Special Education *Include refugee children and learners with diverse learning requirements, including children and youth with disabilities*							
Coherent	9	3	9	9	9	9	9
Incoherent		6					
Absent	4	4	4	4	4	4	4

Note. Org. = organizational partners; WoS = partners from a whole of society perspective.

We deemed policies addressing a category of need to be coherent with *Refugee Education 2030* for each element of policy coherence when they met *all* the criteria in the theoretical framework for that element. Policies were assessed as incoherent when: a) they did not fulfill the criteria in the theoretical framework for an element of policy coherence (e.g., the targeted benefiting population of the policies explicitly includes SwRP but not SsRP); b) they contradicted criteria in the theoretical framework for an element of policy coherence (e.g., the targeted benefiting population excludes SsRP); or c) they obstructed coherence with criteria in the theoretical framework with respect to a different element of policy coherence (e.g., capacity instruments, if implemented, would prevent certain SwRP and SsRP from being included in the targeted benefiting population). Where no relevant policies were identified, the coherence level was classified as absent, denoting a clear policy gap.

Our use of this synthesis matrix occurred in two steps. We inputted the official English alpha codes of the provinces and territories to indicate that we assessed their policies to be coherent, incoherent, or absent with respect to each element of policy coherence. Once we had classified all 13 jurisdictions, we replaced the alpha codes by the sum of the number of jurisdictions they represented. This then indicated the number of jurisdictions with coherent, incoherent, or absent refugee education policies. Consequently, the sum for each element of coherence related to each category of need is 13.

Findings

The Canadian refugee education policy sets address the five of the categories of needs of SwRP and SsRP derived from *Refugee Education 2030*, but the vertical coherence of policies with UNHCR varies across the 11 educational jurisdictions in Canada that have policies as per our sample (see Table 5). In what follows, we describe the extent to which Canadian educational jurisdictions respond to the five categories of needs through policies coherent with *Refugee Education 2030*.

Access to Education

Refugee Education 2030 states SwRP and SsRP are to "receive any supports required to enable their access to the education system, including assistive technology and accessible learning materials" (UNHCR, 2019b, p. 43).[19] Such policy objectives are absent in four of Canada's educational jurisdictions (NB, NS, NU, YK), marking a significant policy gap. Nine jurisdictions have refugee education policies with objectives of enabling access to public primary and secondary education

---

[19] This statement is from Enabling Activity 4 for realizing Expected Result 1 of Strategic Objective 2 in *Refugee Education 2030*.

systems (AB, BC, MB, NL, NT, ON, PE, QC, SK). All nine have objectives of providing accessible learning materials, but only three also have objectives of enabling access through the provision of assistive technologies (AB, ON, SK). We thus deemed these three to be coherent with UNHCR objectives in this category of need and determined the other six jurisdictions to be incoherent because they did not mention or prescribe the use of assistive technologies.

Of the nine jurisdictions with objectives of enabling access, we deemed the targeted benefiting populations of six to be coherent with those of *Refugee Education 2030* (AB, BC, MB, NT, ON, SK; see Table 4). Policies in ON seemed exemplary in their coherence with the targeted population of *Refugee Education 2030* because they addressed the important clause about access "regardless of legal status, gender, or disability" (UNHCR, 2019b, p. 43). In addition to guaranteeing access to children who themselves or whose legal guardian(s) have or are seeking refugee protection, in ON, access is guaranteed to minors who themselves or whose legal guardian(s) are in Canada unlawfully.

We deemed the policies about access in three jurisdictions (NL, PE, QC) to be incoherent with *Refugee Education 2030* with respect to targeted benefiting populations because they do not fulfill all the criteria: NL guarantees access only to government-assisted refugees as permanent residents; PE guarantees access only to SwRP, not SsRP; and QC guarantees access only to minors whose legal guardians have RS, not to minors who themselves have or are seeking RS.[20]

Eight of the nine jurisdictions with refugee education policies pertaining to education access have targeted implementation agents that we deemed coherent with *Refugee Education 2030* (AB, BC, MB, NL, NT, ON, QC, SK). The targeted implementation agent in the ninth jurisdiction (PE) was deemed incoherent because parents and guardians are targeted for policy implementation, but government agents are not. Seven of these nine jurisdictions were assessed to be coherent in terms of targeted partners (BC, MB, NL, ON, PE, QC, SK), while we considered two incoherent because their policies targeted stakeholders but not organizational partners (AB, NT).

Of the nine jurisdictions with access policies, six have capacity instruments in this category of need that we judged to be coherent with the Strategic Approach of Collaborative Learning and Capacity Development in *Refugee Education 2030* (AB, BC, MB, NL, ON, SK). We deemed as incoherent the capacity instruments in policies of two jurisdictions because they did not include instruments for building the capacity of educational professionals (PE, QC), and noted that capacity instruments are absent in the access policies of one jurisdiction (NT). In terms of learning instruments, we concluded that only one of the nine jurisdictions (MB) with access policies was coherent with *Refugee Education 2030*, and three were incoherent (ON, QC, SK) because they did not require evaluations of progress towards objectives and that would be needed to support the evidenced-based innovation sought by the Strategic Approach of Innovation, Evidence, and Growth in *Refugee Education 2030*. Learning instruments were absent in all the other jurisdictions.

Accelerated Education

Refugee Education 2030 states SwRP and SsRP are to be "supported to make up for missed schooling" (UNHCR, 2019b, p. 43).[21] Nine of Canada's 13 educational jurisdictions have objectives of responding to SwRP and SsRP with interrupted formal education. Of these nine, we considered the objectives of five to be coherent and four incoherent with *Refugee Education 2030* in this category of need. Of the five jurisdictions with coherent objectives, two have the objective of responding to

---

[20] Policies in AB and SK guarantee access only to refugee claimant minors who have submitted the refugee claim in the previous year.

[21] This statement is from Enabling Activity 1 for realizing Expected Result 1 of Strategic Objective 2 in *Refugee Education 2030*.

the needs of students with missed schooling through the provision of regular educational programming with additional supports (AB, BC) and three aim to do so through the provision of accelerated education programs (AEPs; MB, NL, ON). The four jurisdictions with objectives deemed incoherent with *Refugee Education 2030* have policies that aim to provide regular educational programming to students with no, limited, or interrupted formal education and do not have objectives for accelerating learning or making adaptations or accommodations specific to those with missed formal schooling (QC, SK, PE, NS).

The targeted benefiting populations of this category of need were assessed as coherent with *Refugee Education 2030* only in two jurisdictions (BC, MB). Those in the seven other jurisdictions with accelerated education policies were deemed incoherent because they do not include SsRP. Of these seven, three jurisdictions (NL, ON, QC) use the term "refugee camp" to implicitly target SwRP with limited or interrupted formal education. This was an additional reason for determining these policies to be incoherent with *Refugee Education 2030* because it excludes many SwRP and SsRP who have not been in camps. We deemed policies in one of these jurisdictions (NL) to be additionally incoherent because it exclusively targets a specific group of SwRP (i.e., those resettled through the government-sponsorship pathway). All nine of the jurisdictions with refugee education policies pertaining to accelerated education have government actors as targeted implementation agents, which is coherent with *Refugee Education 2030*. We deemed three of Canada's nine jurisdictions with policies in this category of need to be coherent with *Refugee Education 2030*'s Strategic Approach of Partnership because they target both organizations and educational stakeholders as partners (MB, NL, ON). The remaining six jurisdictions were assessed as incoherent because they do not target organizational partners (AB, BC, NS, PE, QC, SK).

Eight of the nine jurisdictions with refugee education policies addressing accelerated education have capacity instruments for responding to missed education (AB, BC, MB, NL, ON, NS, PE, QC). Seven of these were deemed coherent with *Refugee Education 2030* because they had one or more capacity instruments pertaining to the provision of supports to students with missed schooling. One jurisdiction (QC) has a capacity instrument that could be used to identify students with missed schooling but not to support such students in catching up. As a result, this jurisdiction's policies were deemed incoherent in this category. Only three jurisdictions have learning instruments in policies related to accelerated education. Of these, we deemed the learning instruments in only one jurisdiction (MB) to be coherent with *Refugee Education 2030* because that province's policy requires that AEPs be developed with the input of all key stakeholders and that organizational partners be involved in program development and implementation. The learning instruments in the other two other jurisdictions (ON, BC) were deemed incoherent because they do not encourage evaluations of progress towards objectives, a component of *Refugee Education 2030*.

Language Education

Refugee Education 2030 states that SwRP and SsRP are to be "provided with adequate language training where necessary" (UNHCR, 2019b, p. 43).[22] Eight of Canada's 13 educational jurisdictions (AB, BC, MB, NL, ON, PE, QC, SK) have refugee education policy documents with objectives of providing language training in at least one of the official languages of instruction of the jurisdiction, making this element of their policies coherent with the UNHCR direction.

Of the eight jurisdictions with language education policies for SwRP and SsRP, we assessed three to be coherent with respect to the targeted benefiting populations identified in *Refugee Education 2030* (AB, BC, MB). The targeted benefiting populations in the other five were deemed incoherent

---

[22] This statement if from Enabling Activity 2 for realizing Expected Result 1 of Strategic Objective 2 in *Refugee Education 2030*.

because only SwRP, and not SsRP, are targeted (QC) and they are targeted in exclusionary (i.e., only SwRP resettled through the government-sponsorship pathway in NL) and/or implicit ways (ON, PE, SK). Regarding the latter, for example, SwRP and SsRP are implicitly targeted in policies that refer to students who have spent time in refugee camps; however, those policies do not explicitly target SwRP or SsRP.[23]

While we assessed as coherent with *Refugee Education 2030* the targeted implementation agents of refugee education language policies in all eight jurisdictions with such policies because they include government agents (AB, BC, MB, NL, ON, PE, QC, SK), the targeted partners of four were assessed as coherent for targeting both organizations and educational stakeholders (MB, NL, ON, SK). The targeted partners of four other jurisdictions were assessed as incoherent. Policies in one jurisdiction (NB) do not contain any references to partnerships. Those in another (BC) do not address partnerships with organizations. Three jurisdictions (AB, QC, PE) have absences in partnerships from a whole of society perspective (missing references to parents, guardians, and/or families).

Six of the eight jurisdictions with policies addressing language education contain capacity instruments for policy implementers to provide training to SwRP and SsRP in the language of instruction. These seven were therefore deemed coherent with *Refugee Education 2030* (BC, MB, NL, ON, PE, SK). Of the two jurisdictions deemed to have incoherent policies, one (QC) has instruments building the capacity of administrators to apply for funding for language programs but not the capacity of teachers to teach the language of instruction to SwRP and SsRP, while the other (AB) does not include any capacity instruments related to language learning. Six of the nine jurisdictions with policies for language education have learning instruments that were deemed coherent with UNHCR policy. Learning instruments are absent from the category of language education in one jurisdiction (AB). Learning instruments were deemed incoherent in another (QC) because they do not promote evaluations of progress towards policy objectives.

Mental Health and Psychosocial Support

Refugee Education 2030 states that SwRP and SsRP are to be "provided with conditions that foster social and emotional learning and, where needed, receive mental health and psychosocial support" (UNHCR, 2019b, p. 43).[24] Based on the clauses of this statement, we disaggregated findings into two subcategories: social and emotional learning and mental health support. Another subcategory emerged out of our analysis of findings pertaining social and emotional learning: Community sensitization to refugeehood. We defined this emergent subcategory as the promotion of awareness of refugee experiences and issues within the school community, particularly among students. Our presentation of findings proceeds here via these three subcategories.

Social and Emotional learning

Eleven of Canada's 13 educational jurisdictions have refugee education policies with objectives of fostering social and emotional learning (AB, BC, MB, NB, NL, NS, NT, ON, PE, QC,

---

[23] See three language education policy documents in ON (i.e., ON05, ON07, ON14) in which the word "refugee" appears exclusively in the term "refugee camp". An example from ON05 is: "Many newcomer students have arrived in Canada with their families as part of a voluntary, planned immigration process. However, some students have arrived from countries in chaos, have spent *time in refugee camps*, or have experienced personal trauma caused by natural disaster, political upheaval, or family disruption" (p. 9, italics added).

[24] This statement is from Enabling Activity 3 for realizing Expected Result 1 of Strategic Objective 2 in *Refugee Education 2030*.

SK). Three of these 11 jurisdictions with such policies have a targeted benefiting population that we deemed coherent with *Refugee Education 2030* (AB, MB, QC). We assessed six as incoherent because their policies include SwRP but not SsRP (NL, NS, NT, ON, PE, SK) and/or because their policies focus exclusively on certain SwRP and SsRP (i.e., those who fled from armed conflict in NT; SwRP resettled through the government-sponsorship pathway in NL). SwRP and SsRP are absent from the targeted benefiting populations in the remaining two jurisdictions that have policies with objectives for social and emotional learning (BC, NB). The targeted implementation agents of policies in this category of need were deemed coherent with *Refugee Education 2030* in all 11 jurisdictions because government agents are identified. Ten of these jurisdictions have partnering populations that we assessed as coherent with *Refugee Education 2030*. The policies referencing partnership in one jurisdiction (AB) were deemed incoherent because they are borrowed from a different jurisdiction (MB) and the list of educational stakeholders has not been adapted to the provincial context. All 11 of these jurisdictions also have capacity instruments that we considered coherent with *Refugee Education 2030* because they target the capacity of educational professionals to support students' social and emotional learning. Ten of the 11 jurisdictions have learning instruments that are coherent. The learning instruments of one jurisdiction (QC) were deemed incoherent because no policies pertained to gathering evidence of social and emotional learning, an important feature of this instrument in the UNHCR document.

Community Sensitization to Refugeehood

Nine of the 11 jurisdictions with objectives of fostering social and emotional learning aim to do so, in part, through sensitization to refugeehood (AB, BC, MB, NB, NS, NT, ON, PE, SK). The objectives of two jurisdictions (NB, NS) were deemed incoherent with *Refugee Education 2030* because no policies aim to sensitize students and school staff to contemporary refugee experiences. These policies do not fulfill the criteria because they do not aim to help students who have not sought or had RP provide psychosocial support to their peers with or seeking RP.

Three of the nine jurisdictions with policy objectives of sensitizing students to refugeehood through classroom instruction about refugee-related topics include SwRP and/or SsRP as a targeted benefiting population of such instruction (AB, MB, NT). The targeted benefiting populations of two of these jurisdictions (AB, MB) were assessed as coherent with the targeted benefiting population of *Refugee Education 2030* because policies target SwRP and SsRP.[25] The targeted benefiting population of policies in the third jurisdiction (NT) was deemed incoherent because it is exclusionary (i.e., limited to those who fled armed conflict). SwRP and SsRP are absent from the targeted benefiting populations of the other six jurisdictions (BC, NB, NS, ON, PE, SK). The targeted implementation agents of policies towards community sensitization were assessed as coherent with *Refugee Education 2030* in all nine jurisdictions with such policies because they include government agents. Eight of these jurisdictions also have targeted partners deemed coherent for including organizations and educational stakeholders. Policies pertaining to partnership in one jurisdiction (AB) were deemed incoherent because the sole policy pertaining to partnerships is borrowed from another jurisdiction (MB) and the policy is specific to educational stakeholders in that other jurisdiction.

Five of the nine jurisdictions with policies about community sensitization to refugeehood have capacity instruments that we assessed as coherent with *Refugee Education 2030* because they build the capacity of government agents (AB, BC, MB, PE, SK). Such instruments are absent from

---

[25] One policy in each category of need acknowledges that children and youth who have personally had refugee experiences, or whose family members have had such experiences, may be in the classroom. It is the same policy in both jurisdictions: The educational authority of AB borrowed the policy document from the educational authority of MB.

the other four jurisdictions (NB, NS, NT, ON). While seven of the nine jurisdictions with policies addressing this subcategory of need have learning instruments that we considered coherent because those instruments recommend or require assessments of student learning about refugeehood (AB, MB, NB, NT, ON, PE, SK), there are no learning instruments in policies about community sensitization in the two remaining jurisdictions (BC, NS).

Mental Health and Psychosocial Support

Seven of Canada's 13 educational jurisdictions have refugee education policy documents with objectives of providing mental health and psychosocial support, and we assessed all of them to be coherent with *Refugee Education 2030*. At a more granular level, these seven jurisdictions have objectives of providing acculturation supports (AB, BC, MB, NL, ON, QC, SK), while five of them have objectives for providing school- and classroom-based trauma-related supports (AB, BC, MB, NL, ON) and five have aims of identifying and referring students requiring greater support to specialized mental health services (BC, MB, NL, ON, SK).

The targeted benefiting populations of policies pertaining to the provision of mental health and psychosocial supports of four of the seven jurisdictions with such refugee education policies were assessed as coherent with *Refugee Education 2030* (AB, BC, MB, QC). Policies in these jurisdictions include SwRP and SsRP requiring mental health supports. The targeted benefiting populations of the remaining three jurisdictions we considered incoherent because SwRP are included but SsRP are not (NL, ON, SK). The targeted implementing and partnering populations in all seven jurisdictions with policies addressing mental health and psychosocial supports were assessed as coherent with *Refugee Education 2030* because government agents are targeted as implementers and educational stakeholders and organizations as partners.

The capacity instruments in four of the seven jurisdictions with policies addressing this subcategory of need were assessed as coherent because they aim to support government agents in providing mental health and psychosocial supports (AB, BC, MB, SK). The capacity instruments in another two jurisdictions (NL, ON) were deemed incoherent because their use could result disparities in the targeted benefiting population, specifically among SwRP and SsRP who experience trauma- and stressor-related mental health concerns.[26] The learning instruments with respect to mental health in six of the jurisdictions were determined to be incoherent with UNHCR policy because they do not recommend or require formal evaluations of progress towards the desired objectives. Learning instruments in this category of need were absent from the seventh jurisdiction (BC).

Special Education

Refugee Education 2030 states that SwRP and SsRP should be "taught by teachers who have been adequately prepared to include refugee children and learners with diverse learning

---

[26] Capacity instruments for identifying students with mental health needs in NL and ON are based on the fourth revision of the American Psychiatric Association's (APA) *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV) and not the current version of the DSM, the fifth revision (DSM-V; APA, 2013). Significant changes were made to the diagnostic criteria from the DSM-IV to the DSM-V that are relevant to the identification of, and provision of services for, mental disorders of high prevalence in children and youth with refugee experiences: "the relocation of PTSD from the category of anxiety disorders to a new diagnostic category called 'trauma- and stressor-related disorders'", "the explication and tightening of the definitions of trauma and exposure to it", and the addition of criteria for diagnosing trauma- and stressor-related disorders in children six years of age or younger that reflect their levels of development (Pai et al., 2017, p. 1).

requirements, including children and youth with disabilities" (UNHCR, 2019b, p. 43).[27] In Canada in the last two decades, there has been a movement away from labelling certain students as "disabled" or "with disabilities" and then placing students thus labelled into separate classrooms or schools. Instead, the language of diverse needs and differentiated responses to those needs in an integrated classroom setting is becoming more commonplace. This trend was reflected in nine of Canada's 13 educational jurisdictions having policies with objectives of including SwRP and SsRP with diverse learning requirements and/or differentiating education in response to their diverse learning requirements (BC, MB, NL, NS, NT, ON, PE, QC, SK).[28] Such policies were absent in four jurisdictions (AB, NB, NU, YK).

The targeted benefiting populations of three jurisdictions with such policies were assessed as coherent with *Refugee Education 2030* because they included SwRP and SsRP with diverse learning requirements (BC, MB, QC). The policies of the other six jurisdictions with policies were deemed incoherent because they exclusively targeted SwRP, but not SsRP (NL, NS, NT, ON, PE, SK). While all nine of these jurisdictions have at least one policy targeting SwRP and/or SsRP with diverse learning requirements, most of these policies have a targeted benefiting population that includes SwRP and/or SsRP as one subgroup and students with diverse learning requirements as another subgroup, and do not make the potential intersectionality of these two subgroups explicit. Only two jurisdictions (ON, MB) have policies that target SwRP and/or SsRP with disabilities; however, the objectives of these policies pertain to the provision of mental health and psychosocial supports rather than special education. There are therefore no policies in Canada that pertain explicitly to the provision of special education services to SwRP and SsRP with disabilities.

The targeted implementation agents of the special education policies in all nine jurisdictions with such policies were assessed as coherent with *Refugee Education 2030* because they include government agents. Only one jurisdiction (ON) has policies that target partnerships for the express purpose of responding to SwRP and SsRP with diverse learning requirements, including disabilities; yet we deemed these policies about partnership incoherent with *Refugee Education 2030* because they were limited to responding to mental health needs during the Syrian refugee resettlement initiative of 2015 and 2016.

All nine of the jurisdictions with policies in this category of need had capacity and learning instruments deemed coherent with *Refugee Education 2030* because the former promote strategies and resources for differentiating teaching, learning, and assessment, and the latter encourage evidence-based responses.

Balancing the Independence and Intersectionality of Objectives

As mentioned at the outset of this findings section, two Canadian jurisdictions have no specific policies for refugee education. The 11 others that do have policies all include considerations relating to the co-occurrence or intersectionality of two or more needs (AB, BC, MB, NB, NL, NS, NT, ON, PE, QC, SK). Nonetheless, there are gaps in the targeted benefiting populations of special education policies and language education policies due to the overlap of these categories. First, Canada's refugee education policies about special education are mostly from policy documents with overall objectives of responding to language education needs. This means that these policies target only those students with *both* special education and language learning needs. SwRP and SsRP who have special education needs but who do not have language learning needs (i.e., who have the

---

[27] This statement is from Enabling Activity 1 for realizing Expected Result 1 of Strategic Objective 2 in *Refugee Education 2030*.

[28] One jurisdiction (SK) also has the objective of providing funding to students with more significant needs to enable them to attend special education private schools.

required proficiency level in the language(s) of instruction) are excluded from the targeted benefiting populations of special education policies. Second, policies about responding to missed education in SwRP and SsRP target only those who have both accelerated education and language learning needs. A fissure exists in the targeted benefiting population of accelerated education supports because SwRP and SsRP whose education has been limited or interrupted but who are proficient in the language(s) of instruction are excluded. These fissures in the targeted benefiting populations make such policies incoherent with *Refugee Education 2030*.

Discussion

We discuss the findings in two ways. First, we use three indicators in assessing policy coherence relative to each category of need. In doing so, we also include select implications of the distribution of populations of children and youth with or seeking RP across Canada's 13 provinces and territories (see this population distribution in *Appendix 1*). This helps to show where potential priorities for policy review or development exist. Second, we illuminate how and why the combination of two theorical frameworks allowed for the identification of possible sources of policy (in)coherence in refugee education.

Three Policy Coherence Indicators in Relation to the Five Categories of Need

Based on Cejudo and Michel's (2017) three elements (coherence among policies' objectives, targeted populations, and instruments), we scored the policy sets of each Canadian jurisdiction with respect to five categories of need (access to education, accelerated education, language education, mental health and psychosocial support, special education) using three policy indicators (coherent, incoherent, absent). This allowed us to assess the extent to which each set of policies was coherent with respect to *Refugee Education 2030* and each category of need.

Access to Education

Of the education policies addressing the five categories of needs of SwRP and SsRP across Canada, those addressing access to education are among the most coherent with *Refugee Education 2030*. This suggests that when the policies are implemented, their design could complement each other in addressing the complex issues of social adaptation of SsRP and SwRP into the schooling systems (Cejudo & Michel, 2017). Six Canadian educational jurisdictions have refugee education access policies that are coherent across all elements (i.e., objectives, instruments, targeted populations), and these six are home to approximately 60% of SwRP and 56% of SsRP.[29] In the seven other jurisdictions, when policy gaps were observed, they were not due to the explicit exclusion of SwRP or SsRP from education access.[30] Instead, those gaps were due to overly specific targeted benefiting populations of SwRP and SsRP (e.g., references only to refugees from the Syrian Arab Republic) and absences of capacity and learning instruments to support the policy objectives. Although general education policies, including laws, requiring that all children in Canadian jurisdictions attend primary and secondary school would extend to SwRP and SsRP, *Refugee Education 2030* calls for explicit policy on the inclusion of SwRP and SsRP (UNHCR, 2019) and previous studies have revealed the importance of having policies featuring specific recognition and needed supports for SwRP and SsRP (Shakya et al., 2010; Wilkinson, 2002). Here, our analysis suggests the

---

[29] Population estimates throughout this section are based on resettlement and refugee claim patterns between January 2015 and March 2020 (see *Appendix 1*).

[30] Two jurisdictions did place temporal limits on free education access for SsRP based on time elapsed since the submission of their refugee claim (AB, SK).

development of policies explicitly guaranteeing access to education for SwRP and SsRP is needed in seven jurisdictions, especially in QC which was the destination of 18% of SwRP and 44% of SsRP arriving in Canada between 2015-2020.

Accelerated Education

Policies regarding missed education are incoherent with *Refugee Education 2030*. This means that every policy, by pursuing the objective, provided some assistance to refugee education in relation to accelerated education, but also created inconsistencies and gaps in the targeted population and instruments in supporting students' needs that missed schooling (Cejudo & Michel, 2017). Only one (MB) of the jurisdictions has policy for accelerated education that is coherent with UNHCR direction, but only 7% of SwRP and 1% of SsRP reside in that jurisdiction. Each of the eight other jurisdictions with policies addressing missed education had incoherencies and gaps across the targeted populations and/or provision of instruments, and these eight jurisdictions were home to an estimated 90% of SwRP and 98% of SsRP reside. Policy incoherencies in this area of need suggest policies do appear to provide supports to all SwRP and SsRP with missed education and/or to provide instruments that sought to build the capacity of educational professionals to address needs resulting from missed education, or to promote the testing and scaling up of evidence-based innovative approaches and practices. Of particular concern are the potential implications of the incoherencies of policies governing AEPs in Ontario, which suggest such programs may not be provided with a policy context conducive to meeting the accelerated learning needs of SwRP and SsRP in that jurisdiction. This situation could pose barriers to SwRP and SsRP with missed schooling from learning the curriculum content and developing the skills that will enable them to succeed in age-appropriate courses, and may pose barriers to those who are "aging out" of the public education system to pursuing higher education and desired futures. Because Ontario is home to an estimated 41% and 46% respectively of Canada's SwRP and SsRP, our analysis suggests a review of policies regarding AEPs is warranted in that province.

Language Education

Canadian refugee education policies about language education are largely coherent with *Refugee Education 2030* in the eight jurisdictions that address this category of need in their policy sets. This means the policies pursued specific objectives and provided instruments but featured inconsistencies and gaps in targeted population (Cejudo & Michel, 2017). Where incoherence exists in the existing policy sets, it is a product of problems in specifying targeted benefiting populations, such as omissions and exclusions of certain cohorts of SsRP and SwRP. For instance, we observed policies mentioning "refugee camp" rather than explicitly addressing SsRP and SsRP. This lack of explicit specification could prompt school actors to overlook the experiences and needs of many SsRP and SwRP whose journeys did not include time spent in camps. It deserves noting that 60% of persons with refugee status live in out-of-camp accommodation, a statistic that has been stable since 2014 (UNHCR, 2019d). Our analysis suggests that some existing Canadian refugee education policies addressing language learning could use revision to explicitly target all SsRP and SwRP. Because approximately 99% of SsRP and 94% of SwRP live in these jurisdictions, the absence of policies in five other jurisdictions does not currently represent a critical policy gap unless resettlement patterns shift in the future.

Mental Health and Psychosocial Support

Supporting mental health and psychosocial needs of SwRP and SsRP is one of the most challenging categories related to the education of children and youth with refugee backgrounds. The ways in which all subcategories (e.g. social-emotional learning, awareness of refugee experiences,

mental and psychosocial support) are incorporated in policy designs is crucial: They provide the necessary conditions to ensure the social adaptation of SwRP and SsRP, while ideally complementing each other in addressing needs. Mental health and psychosocial support was addressed in many Canadian jurisdictions. Eleven had policies towards social and emotional learning, nine addressing sensitization to refugeehood, and seven attending to mental health support).[31] However, no jurisdiction had a policy set that was coherent with *Refugee Education 2030* across *all* sub-categories of need and *all* elements of policy coherence. Thus, policy sets in this category of need were deemed incoherent. One example of incoherence included two jurisdictions (NB, NS) where no policies in their sets aimed to sensitize students and school staff to contemporary refugee experiences. Another example is the omission of certain cohorts of SwRP and/or SsRP as target populations. This is seen, for instance, in 11 jurisdictions where SwRP and SsRP were not explicitly identified as agents in teaching and learning experiences about the refugeehood-related issues that affect many of their lives. Our analysis suggests that many existing Canadian refugee education policy sets addressing mental health and psychosocial support could benefit from greater consistency across subcategories of need and in explicitly including SwRP and SsRP as target populations.

Special Education

Canadian refugee education policies addressing special education are incoherent with *Refugee Education 2030*. This is because not all elements of policy coherence are reflected in their designs to complement each other in providing guidance, through their objectives, to targeted populations using instruments that adequately prepare educators to include SwRP and SsRP with diverse learning requirements, "including [those] with disabilities" (UNHCR, 2019b, p. 43).[32] Two areas of incoherence stood out. First, we found no policies in Canada that pertain *expressly* to the provision of special education supports to SwRP and SsRP who have disabilities.[33] Because the incidence of disability is higher in displaced populations than the global prevalence of 15% (UNHCR, 2019d), this policy gap could have adverse implications on the learning, wellbeing, and success of more than 15% of SsRP and SwRP in Canada. Second, of the nine jurisdictions with refugee education policies addressing diverse learning requirements and/or differentiating instruction in response to diverse learning needs, six omitted SsRP from the targeted benefiting population. These six jurisdictions are where approximately 46% of Canada's SsRP reside. Our analysis suggests that many existing

---

[31] All 11 jurisdictions with objectives addressing socio-emotional learning also have capacity instruments that we considered coherent with *Refugee Education 2030* because they target the capacity of educational professionals to support students' social and emotional learning. Nine of those 11 jurisdictions included objectives that seek to foster social and emotional learning, in part, through sensitization to refugees (AB, BC, MB, NB, NS, NT, ON, PE, SK). Seven of Canada's educational jurisdictions have refugee education policy documents with objectives of providing mental health and psychosocial support, which we assessed to be coherent with *Refugee Education 2030*. These seven have objectives of providing acculturation supports (AB, BC, MB, NL, ON, QC, SK), five of them have objectives for providing school- and classroom-based trauma-related supports (AB, BC, MB, NL, ON) and five have aims for identifying and referring students requiring greater support to specialized mental health services (BC, MB, NL, ON, SK).

[32] This statement is from Enabling Activity 1 for realizing Expected Result 1 of Strategic Objective 2 in *Refugee Education 2030*.

[33] In Canada, there has been a movement away from labeling certain students as "disabled" or "with disabilities" and then placing students thus labelled into separate classrooms or schools. Instead, the focus has shifted to addressing diverse needs using differentiated instructional responses in an integrated classroom setting. This shift in focus and terminology likely influenced our findings because *Refugee Education* 2030 emphasizes "disability" as a specific area of need within the broader notion of diverse learning needs.

Canadian refugee education policies addressing special education need to explicitly address SwRP *and* SsRP with diverse learning needs, especially those with disabilities.

Education Policy Coherence and Policy Attributes

The findings reveal how the combination of policy coherence among different education policies' objectives, targeted populations, instruments and attributes of specificity and consistency, as articulated in the theoretical framework, allowed for the identification of possible sources of policy incoherence in refugee education. For example, the gap in most jurisdictions of education policies specifically targeting SsRP as a targeted benefiting population wasa key element of policy incoherence across all five categories of need. This could have negative consequences for SsRP because policies do not draw the attention of school actors to this unique and important population of learners or guide their actions to support the complex issues of social adaptation of SsRP. The gap of SsRP as a benefiting population in most Canadian refugee education policies is problematic because children seeking RP represent 51% of the total number of children seeking and granted RP in Canada between 2015-2020. In the two provinces in which nearly 75% of SWSRS reside (ON, QC), there are more SsRP than SwRP; however, few of their refugee education policies have one or more policies targeting SsRS.

When including specificity as an attribute in our comparison and assessment of the sets of policies in refugee education in relation to the targeted benefiting populations, we observed that being vague (as in the case of SsRP) or too specific are both problematic in terms of potentially benefiting all groups of students. With respect to the latter, we noted that some policies were very specific in definitions or prescriptions, resulting in omissions or exclusions. For example, some policies targeted only SwRP or SsRP from specific countries of origin (e.g., the Syrian Arab Republic), granted refugee protection on specific grounds (e.g., armed conflict), with specific experiences in their transition countries (e.g., living in a refugee camp), or entering Canada through specific pathways (e.g., resettlement through government sponsorship). In other cases, some policies used "euphemistic" labels such as "newcomers". Although this terminology may be an attempt to avoid pejorative connotations that are sometimes attributed to the label "refugee", its lack of specificity could be a potential source of ambiguity in policy application.

Similarly, by including consistency as an attribute in our comparison and assessment of the sets of policies in refugee education, we also observed that policy designs could be too consistent about a specific targeted benefiting population. Some policy sets targeted highly specific subgroups so consistently that there was insufficient variability for the aggregated targeted benefiting population to encompass all SwRP and SsRP. Conversely, we also observed a lack of consistency in the terms used to identify populations of students and deemed this to be a source of incoherence that could affect implementation.

Conclusion

Unprecedented influxes of persons with and seeking RP are occurring through established and non-traditional resettlement pathways globally. This calls upon policymakers in resettlement countries to enact policies in education to support, coordinate and ensure the full integration of SwRP and SsRP. It is crucial that the set of educational policies in a given jurisdiction respond coherently to the needs of children and youth with or seeking RP. Incoherence or gaps can mean the specific needs of these populations are not adequately identified and addressed, and that implementing agents do not have specific and consistent guidance and instruments. Unintended consequences can thus ensue for SwRP nd SsRP. This study thus paid close attention to the quality of policy design and its various elements (objectives, target populations, instruments) to assess the

extent to which the set of policies in each province and territory in Canada contribute to a "coherent" vision for refugee education (Cohen, 1995; Clune, 1993). Our use of *Refugee Education 2030* as a reference point allowed for an assessment of all sets of educational policies that coexist in Canada and a comparative examination of how they help coordinate, reinforce, and improve the understanding and actions of school actors (and other implementing agents) in addressing the social adaptation and needs of SwRP and SsRP (Cejudo & Michel, 2017). Consequently, we highlight three implications of this study for refugee education policy researchers and policymakers in and beyond Canada.

First, following UNHCR (2019b), inclusion in national education systems is the recommended policy option for refugee and refugee claimant children and youth, and *Refugee Education 2030* aims to ensure that "the particular learning needs of refugee students…are addressed" in such systems so they achieve parity with their non-refugee peers by 2030 (UNHCR, 2019b, p. 2). To be coherent with this strategy, policies in Canada's major educational jurisdictions should respond to the needs of children and youth with and seeking RP. Our study shows there are sets of education policies in effect across Canada that target responses to the five major categories of need. Numerous of these are exemplary in their coherence with *Refugee Education 2030*, but some are characterized by significant incoherencies and gaps. Canadian policymakers could use the findings from this study to develop or revise policies to address these shortcomings, and we made some suggestions in the regard in the discussion. Researchers and policymakers who find value in the approach offered here could replicate the study's method in their own targeted jurisdictions to identify incoherencies and gaps.

Second, this study points to the importance of policy coherence using *Refugee Education 2030* as the key reference against which to assess and consider the importance of *specificity* in refugee education policies. The findings showed the importance of the specificity of policy objectives and targeted benefiting populations. For example, we operationalized specificity through the explicit identification of children and youth with refugee backgrounds no matter what their legal protections or resettlement pathways, as indicated by the *1951 Convention relating to the Status of Refugees* (UNHCR, 1951). By doing so, we were able to identify policies that were inconsistent not only with *Refugee Education 2030* but also with international convention because they did not include children and youth seeking RP. Following Desimone (2005), policies that explicitly specify the targeted benefiting population send an important signal, in this case to school actors, by narrowing the room for individual interpretation and thereby increasing fidelity in policy implementation and respect for international convention.

Third, for constitutional, theoretical, and methodological reasons outlined earlier, our findings rely on provincial and territorial education policies. This brings two considerations. First, each of Canada's constitutionally warranted educational jurisdictions has its own particularities. The main national mechanism for coordinating policy responses among them is a federally sponsored council (www.cmec.ca) that convenes ministers of education and pursues initiatives of mutual concern to federal, provincial and territorial governments (Wallner, 2017). This intergovernmental approach relies on the "soft" power of cooperation and influence. Historically, it has been relatively effective in building a pan-Canadian convergence in terms of educational standards (Wallner, 2018). But no extant research exists about its influence on policy coherence. Future research could examine efforts at creating policy coherence from within this intergovernmental perspective to provide further insights about the state and dynamics of education policy in Canada. Second, most of the jurisdictions in the present study are comprised of local school districts. It is likely that districts in large urban settings (e.g., Toronto, Montreal) that serve concentrated and diverse student populations have developed policy programs and instruments that would resonate with *Refugee*

Education 2030, and from which researchers and policymakers could extract important lessons. A bottom-up perspective in future studies and policymaking should thus be considered as a complement to a focus on vertical coherence.

References

Al-Hroub, A. (2014). Perspectives of school dropouts' dilemma in Palestinian refugee camps in Lebanon: An ethnographic study. *International Journal of Educational Development, 35,* 53-66.

American Psychiatric Association (APA) (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Association.

Bateman, D., Taylor, S., Janik, E., & Logan, A. (2008). *Curriculum coherence and student success.* Champlain College CEGEP. Retrieved from: http://www.cdc.qc.ca/parea/786950_bateman_curriculums_champlain_st_lambert_PAREA_2007.pdf

Beiser, M., & Hou, F. (2016). Mental health effects of premigration trauma and postmigration discrimination on refugee youth in Canada. *The Journal of Nervous and Mental Disease, 204*(6), 454-470.

Bellino, M.J., & Dryden-Peterson, S. (2019). Inclusion and exclusion within a policy of national integration: Refugee education in Kenya's Kakuma Refugee Camp. *British Journal of Sociology of Education, 40*(2), 222-238.

Beltekin, N. (2016). Turkey's progress toward meeting refugee education needs: The example of Syrian refugees. *Eurasian Journal of Educational Research Issues, 66*, 175-190.

Bilagher, M., & Kaushik, A. (2020). The potential of Accelerated Learning Programs for conflict-ridden countries and regions: Lessons learned from an experience in Iraq. *International Review of Education, 66*, 93-113.

Brewer, C.A. (2016). An outline for including refugees in Canadian education policy. *Canadian Journal for New Scholars in Education, 7*(1), 133-141.

Buckner, E., Spencer, D., & Cha, J. (2017). Between policy and practice: The education of Syrian refugees in Lebanon. *Journal of Refugee Studies, 31*(4), 444-465.

Carbone, M. (2009). *Policy coherence and EU development policy.* Routledge.

Cejudo, G.M., & Michel, L.C. (2017). Addressing fragmented government action: Coordination, coherence, and integration. *Policy Sciences, 50*(4), 745-767.

Christie, P., & Sidhu, R. (2006). Governmentality and 'fearless speech': Framing the education of asylum seeker and refugee children in Australia. *Oxford Review of Education, 32*(4), 449-465.

Council of Ministers of Education, Canada. (2020). *Council of Ministers of Education, Canada: Overview.* https://www.cmec.ca/680/Elementary-Secondary_Education.html

Crea, T.M. (2016). Refugee higher education: Contextual challenges and implications for program design, delivery, and accompaniment. *International Journal of Educational Development, 46*, 12-22.

Desimone, L. (2002). How can comprehensive school reform models be successfully implemented? *Review of Educational Research, 72(*3), 433-479.

Dryden-Peterson, S. (2016a). Refugee education: The crossroads of globalization. *Educational Researcher, 45*(9), 473-482.

Dryden-Peterson, S. (2016b). Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences. *Theory and Research in Education, 14*(1), 131-148.

Dryden-Peterson, S., Adelman, E., Bellino, M.J., & Chopra, V. (2019). The purposes of refugee education: Policy and practice of including refugees in national education systems. *Sociology of Education, 92*(4), 346-366.

Dryden-Peterson, S., & Reddick, C. (2017). "When I am President of Guinea": Resettled refugees traversing education in search of a future. *European Education, 49,* 253-275.

Due, C., Riggs, D. W., & Mandara, M. (2015). Educators' experiences of working in Intensive English Language Programs: The strengths and challenges of specialised English language classrooms for students with migrant and refugee backgrounds. *Australian Journal of Education, 59*(2), 169-181.

Education Cannot Wait (ECW). (2019). *Education Cannot Wait's commitment to refugee education.* https://www.educationcannotwait.org/education-cannot-waits-commitment-to-refugee-education/

Ellis, B. H., Miller, A. B., Abdi, S., Barrett, C., Blood, E. A., & Betancourt, T. S. (2013). Multi-tier mental health program for refugee youth. *Journal of Consulting and Clinical Psychology, 81*(1), 129-140.

Fazel, M., Garcia, J., & Stein, A. (2016). The right location? Experiences of refugee adolescents seen by school-based mental health services. *Clinical Child Psychology, 21*(3), 368-380.

Fazel, M., Reed, R., Panter-Brick, C., & Stein, A. (2012). Mental health of displaced refugee children resettled in high-income countries: Risk and protective factors. *Lancet, 379,* 266-282.

Fuhrman, S. (Ed.). (1993). *Designing coherent education policy.* Jossey-Bass Publishers.

Gladwell, C. (2019). Accessing and thriving in education in the UK. *Forced Migration Review, 60,* 43-46.

Government of Canada. (2017). *Rights of children.* https://www.canada.ca/en/28askatch-heritage/services/rights-children.html

Government of Canada. (2021a). *How Canada's refugee system works.* https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/canada-role.html

Government of Canada. (2021b). *Resettled refugees – Monthly IRCC updates.* https://open.canada.ca/data/en/dataset/4a1b260a-7ac4-4985-80a0-603bfe4aec11

Graham, H.R., Minhas, R.S., & Paxton, G. (2016) Learning problems in children of refugee background: A systematic review. *Pediatrics, 137*(6), 1-15.

Hamadeh, S. (2019). A critical analysis of the Syrian refugee education policies in Lebanon using a policy analysis framework. *Journal of Education Policy, 34*(3), 374-393.

Hanafi, L., Johns, M. M., Lacroix, R. E. A., Shaikh, K., Casaly, P. M., & Aeschlimann, A. W. (2021). *Refugee policy review framework: Technical note.* World Bank Group. http://documents.worldbank.org/curated/en/159851621920940734/Refugee-Policy-Review-Framework-Technical-Note

Hare, K. A., Dubé, A., Marshall, Z., Gahagan, J., Harris, G. E., Tucker, M., Dykeman, M., MacDonald, J.-A. (2016). Troubling the boundaries: Overcoming methodological challenges in a multi-sectoral and multi-jurisdictional HIV/HCV policy scoping review. *Evidence & Policy, 12*(2), 217-233.

Hodes, M., & Vostania, P. (2019). Practitioner review: Mental health problems of refugee children and adolescents and their management. *Journal of Child Psychology and Psychiatry, 60*(7), 716-731.

Honig, M. I., & Hatch, T. C. (2004). Crafting coherence: How schools strategically manage multiple, external demands. *Educational Researcher, 33*(8), 16–30.

Immigration and Refugee Board of Canada (IRB). (2018a). *Refugee protection claims (new system) by country of alleged persecution – 2015.* https://irb-cisr.gc.ca/en/statistics/protection/Pages/RPDStat2015.aspx

Immigration and Refugee Board of Canada (IRB). (2018b). *Refugee protection claims (new system) by country of alleged persecution – 2016.* https://irb-cisr.gc.ca/en/statistics/protection/Pages/RPDStat2016.aspx

Immigration and Refugee Board of Canada (IRB). (2018c). *Refugee protection claims (new system) by country of alleged persecution – 2017*. https://irb-cisr.gc.ca/en/statistics/protection/Pages/RPDStat 2017.aspx

Immigration and Refugee Board of Canada (IRB). (2019). *Refugee protection claims (new system) by country of alleged persecution – 2018*. https://irb-cisr.gc.ca/en/statistics/protection/Pages/RPDStat 2018.aspx

Immigration and Refugee Board of Canada (IRB). (2020a). *Refugee protection claims (new system) by country of alleged persecution – 2020*. https://irb-cisr.gc.ca/en/statistics/protection/Pages/RPDStat2020.aspx

Immigration and Refugee Board of Canada (IRB). (2020b). *Refugee protection claims (new system) by country of alleged persecution – 2019*. https://irb-cisr.gc.ca/en/statistics/protection/Pages/RPDStat 2019.aspx

Inter-Agency Network for Education in Emergencies (INEE). (2016). *INEE background paper on psychosocial support and social and emotional learning for children and youth in emergency settings*. http://s3.amazonaws.com/inee-assets/resources/INEE_PSS-SEL_Background_Paper_ENG_v5.3.pdf

Kanu, Y. (2008). Educational needs and barriers of African refugee students in Manitoba. *Canadian Journal of Education, 31*(4), 915-940.

Kaprielian-Churchill, I. (1996). Refugees and education in Canadian schools. *International Review of Education, 42*(4), 349-365.

Mace, A.O., Mulheron, S., Jones, C., & Cherian, S. (2014). Educational, developmental and psychological outcomes of resettled refugee children in Western Australia: A review of School of Special Education Needs: Medical and mental health inputs. *Journal of Paediatrics and Child Health, 50*(12), 985-992.

MacNevin, J. (2012). Learning the way: Teaching and learning with and for youth from refugee backgrounds on Prince Edward Island. *Canadian Journal of Education, 35*(3), 48-63.

Matthews, J. (2019). Maligned mobilities, absences and emergencies: Refugee education in Australia. *International Journal of Inclusive Education.* http://doi.org/10.1080/13603116.2019.1569168

McIntyre, J., Neuhaus, S., & Blennow, K. (2020). Participatory parity in schooling and moves to ordinariness: A comparison of refugee education policy and practice in England and Sweden. *Compare, 50*(3), 391-409.

Miller, E., Ziaian, T., & Esterman, A. (2018). Australian school practices and the education experiences of students with a refugee background: A review of the literature. *International Journal of Inclusive Education, 22*(4), 339-359.

Moher, D., Liberati, A., Tetzlaff, J., Altman, D.G., & The PRISMA Group. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *PLoS Med, 6*(7). https://doi.org/10.1371/journal.pmed1000097

Morrice, L., Tip, L. K., Brown, R., & Collyer, M. (2020) Resettled refugee youth and education: aspiration and reality. *Journal of Youth Studies, 23*(3), 388-405.

Ndijuye, L. G., & Rao, N. (2018). Pre-primary education policy in Tanzania: Does it meet the educational needs of newly naturalized refugee children? *Global Education Review, 5*(4), 36-54.

Office of the High Commissioner on Human Rights (OHCHR). (1967). *Protocol relating to the status of refugees*. https://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolStatusOf Refugees.aspx

Office of the High Commissioner on Human Rights (OHCHR). (1990). *Convention on the Rights of the Child*. https://www.ohchr.org/en/professionalinterest/pages/ crc.aspx

Organisation for Economic Co-operation and Development (OECD). (2020). *OECD's contributions to burden and responsibility sharing for hosting the world's refugees.* https://www.oecd.org/migration/mig/OECDs-contribution-to-burden-and-resp-sharing-for-refugees.pdf

Pai, A., Suris, A. M., & North, C. S. (2017). Posttraumatic stress disorder in the DSM-5: Controversy, change, and conceptual considerations. *Behavioral Sciences, 7*(1). http://doi.org/10.3390/bs7010007.

Pieloch, K. A., McCullough, M. B., & Marks, A. K. (2016). Resilience of children with refugee statuses: A research review. *Canadian Psychology/Psychologie canadienne, 57*(4), 330-339.

Porter, A. C. (1994). National standards and school improvement in the 1990s: Issues and promise. *Journal of Education, 102*(4), 421-449.

Potochnick, S. (2018). The academic adaptation of immigrant students with interrupted schooling. *American Educational Research Journal, 55*(4), 859-892.

Ratković, S., Kovačević, D., Brewer, C. A., Ellis, C., Ahmed, N., & Baptiste-Brady, J. (2017). *Supporting refugee students in Canada: Building on what we have learned in the past 20 years.* http://citiesofmigration.ca/wp-content/uploads/2018/04/Supporting-Refugee-Students-in-Canada-Full-Research-Report-1.pdf

Schneider, A., & Ingram, H. (1990). Behavioral assumptions of policy tools. *The Journal of Politics, 52*(2), 510-529.

Schneider, L. (2018). Access and aspirations: Syrian refugees' experiences of entering higher education in Germany. *Research in Comparative & International Education, 13*(3), 457-478.

Schutte, V. R. (2020). *The (in) coherence of Canadian education policy regimes with the United Nations' Refugee Education Strategy* (Master's Thesis). Université d'Ottawa/University of Ottawa.

Shakya, Y. B., Guruge, S., Hynie, M., Akbari, A., Malik, M., Htoo, S., Khogali, A., Mona, S. A., Murtaza, R., & Alley, S. (2010). Aspirations for higher education among newcomer refugee youth in Toronto: Expectations, challenges, and strategies. *Refuge, 27*(2), 65-78.

Stark, L., DeCormier Plosky, W., Horn, R., & Canavera, M. (2015). 'He always thinks he is nothing': The psychosocial impact of discrimination on adolescent refugees in urban Uganda. *Social Science & Medicine, 146,* 173-181.

Statistics Canada. (2018). *Abbreviations and codes for provinces and territories.* https://www150.statcan.gc.ca/n1/pub/92-195-x/2011001/geo/prov/tbl/tbl8-eng.htm

Steiner-Khamsi, G. (2012). Understanding policy borrowing and lending: Building comparative policy studies. In G. Steiner-Khamsi & F. Waldow (Eds.), *World yearbook of education 2012: Policy borrowing and lending* (pp. 3-17). Routledge.

Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D., Horsley, T., Weeks, L., Hempel, S., Aki, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A. Wilson, M. G., Garrity, C., Lewin, S. ... Straus, S. E. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): Checklist and explanation. *Annals of Internal Medicine, 169*(7), 467-473. http://www.prisma-statement.org/Extensions/ScopingReviews

United Nations (UN). (2015). *Historic new sustainable development agenda unanimously adopted by 193 members.* https://www.un.org/sustainabledevelopment/blog/2015/09/historic-new-sustainable-development-agenda-unanimously-adopted-by-193-un-members/

United Nations Educational, Scientific, and Cultural Organization (UNESCO). (2016). *Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development 4: Ensure inclusive and equitable quality education and promote lifelong learning.* ED-2016/WS/38. https://unesdoc.unesco.org/ark:/48223/ pf0000245656

United Nations Educational, Scientific, and Cultural Organization (UNESCO). (2020). *UNESCO qualifications passport for refugees and vulnerable migrants: Information notes.* https://unesdoc.unesco.org/ark:/48223/pf0000374690

United Nations General Assembly. (2015). *Transforming our world: the 2030 Agenda for Sustainable Development. A/RES/70/1.* https://sustainabledevelopment.un.org/post2015/transforming ourworld

United Nations High Commissioner for Refugees (UNHCR). (1951). *Convention Relating to the Status of Refugees.* https://www.unhcr.org/3b66c2aa10

United Nations High Commissioner for Refugees (UNHCR). (2011). *The 1951 Convention relating to the Status of Refugees and its 1967 Protocol.* https://www.unhcr.org/about-us/background/4ec262df9/1951-convention-relating-status-refugees-its-1967-protocol.html

United Nations High Commissioner for Refugees (UNHCR). (2013). *Note on the mandate of the High Commissioner for Refugees and his office.* https://www.unhcr.org/protection/basic/526a22cb6/mandate-high-commissioner-refugees-office.html

United Nations High Commissioner for Refugees (UNHCR). (2015). *2015: The year of Europe's refugee crisis.* https://www.unhcr.ca/news/2015-the-year-of-europes-refugee-crisis/

United Nations High Commissioner for Refugees (UNHCR) (2018). *The Global Compact on Refugees.* https://www.unhcr.org/5c658aed4.pdf

United Nations High Commissioner for Refugees (UNHCR). (2019a). *Stepping up: Refugee education in crisis.* https://www.unhcr.org/steppingup/wp-content/uploads/sites/76/2019/08/Education-Report-2019-Final-web-4.pdf

United Nations High Commissioner for Refugees (UNHCR). (2019b). *Refugee education 2030: A strategy for refugee inclusion.* https://www.unhcr.org/publications/education/5d651da88d7/education-2030-strategy-refugee-education.html

United Nations High Commissioner for Refugees (UNHCR). (2019c). *Global framework for refugee education.* https://www.unhcr.org/5dd50ce47.pdf

United Nations High Commissioner for Refugees (UNHCR). (2019d). *Global trends: Forced displacement in 2018.* https://www.unhcr.org/statistics/unhcrstats/5d08d7ee7/unhcr-global-trends-2018.html

United Nations High Commissioner for Refugees (UNHCR). (2020). *Global trends: Forced displacement in 2019.* https://www.unhcr.org/statistics/unhcrstats/5ee200e37/unhcr-global-trends-2019.html

United Nations High Commissioner for Refugees (UNHCR) & the Global Partnership for Education (GPE). (2016). *Memorandum of understanding between the Office of the United Nations High Commissioner for Refugees and the Global Partnership for Education Secretariat on cooperation and partnership.* https://www.globalpartnership.org/sites/default/files/2016-04-mou-gpe-and-unhcr.pdf

United Nations High Commissioner for Refugees (UNHCR) & United Nations Children's Fund (UNICEF). (2020). *Blueprint for joint action: Briefing paper.* https://www.unicef.org/media/85846/file/Briefing%20paper.pdf

Wallner, J. (2017). Internal answerability and intergovernmental policy learning: Accountability in Canadian mandatory education. In P. Graefe, J. Simmons & L.A. White (Eds.), *Overpromising and underperforming?* (pp. 238-257). University of Toronto Press.

Wallner, J. (2018). *Learning to school.* University of Toronto Press.

Wilkinson, L. (2002). Factors influencing the academic success of refugee youth in Canada. *Journal of Youth Studies, 5*(2), 173-193.

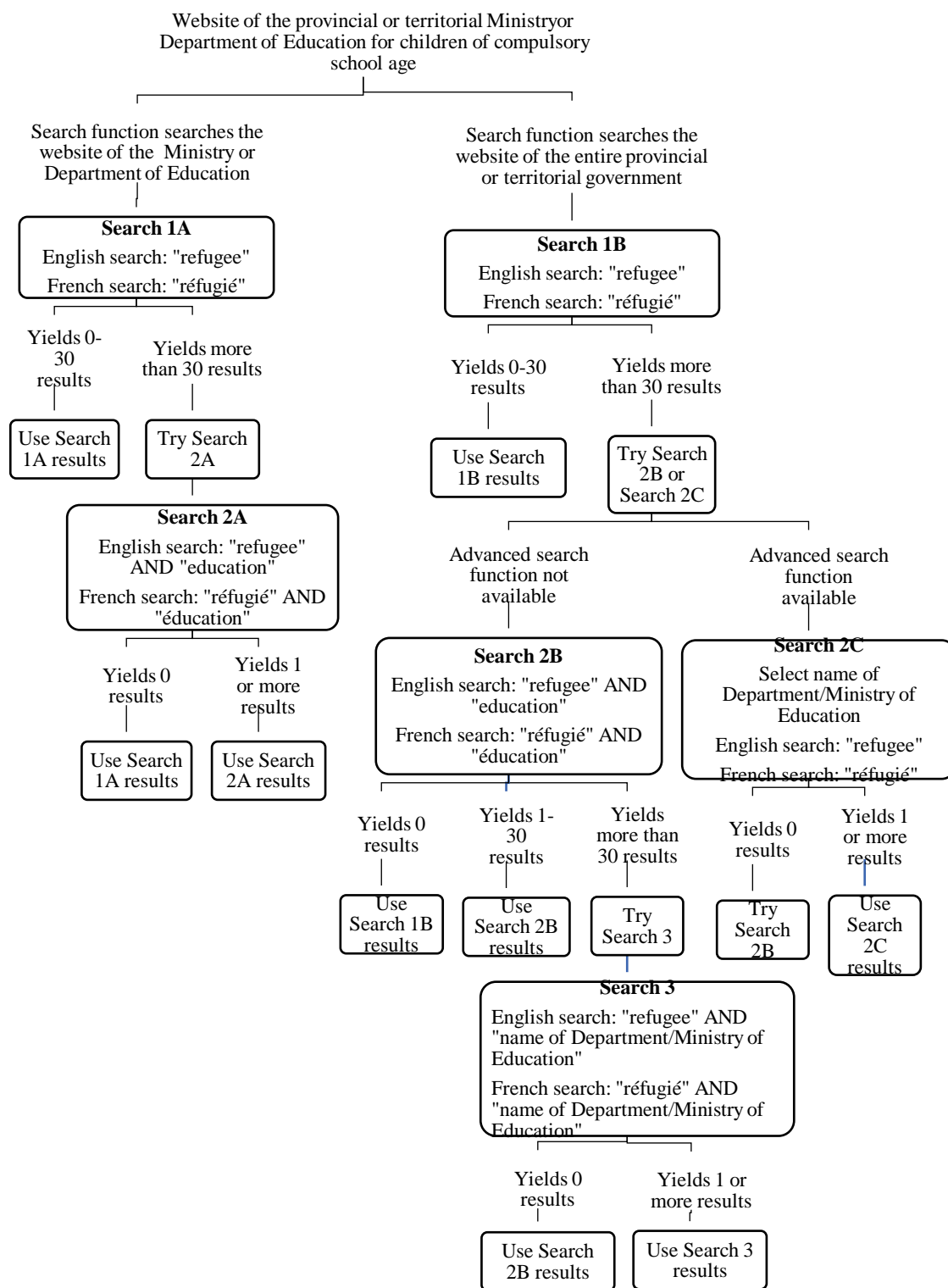Yau, M. (1996). Refugee students in Toronto schools. *Refuge, 15*(5), 9-16.

Appendix 1: Distribution of Refugee Claimants and Resettled Refugees Under the Age of 18 by Canadian Province/Territory, January 2015-March 2020 (Schutte, 2020)[34]

Canadian provinces and territories	Refugee claimants under 18		Resettled refugees under 18		Total	
	N	(%) of refugee claimants	*N*	(%) of resettled refugees	*N*	(%)
Alberta (AB)	2,436	(3.66)	9,040	(14.11)	11,476	8.79
British Columbia (BC)	3,392	(5.10)	5,380	(8.40)	8,772	6.72
Manitoba (MB)	807	(1.21)	4,510	(7.04)	5,317	4.07
New Brunswick (NB)	119	(0.18)	1,785	(2.79)	1,904	1.46
Newfoundland & Labrador (NL)	50	(0.08)	735	(1.15)	785	0.60
Northwest Territories (NT)	--	I/D	--	I/D	--	I/D
Nova Scotia (NS)	86	(0.13)	1,745	(2.72)	1,831	1.40
Nunavut (NU)	--	I/D	0	0	--	I/D
Ontario (ON)	30,365	(45.63)	26,060	(40.67)	56,425	43.20
Prince Edward Island (PE)	--	I/D	305	(0.48)	305	0.23
Quebec (QC)	29,159	(43.82)	11,730	(18.31)	40,889	31.31
Saskatchewan (SK)	125	(0.19)	2,700	(4.21)	2,825	2.16
Yukon (YK)	--	I/D	20	(0.03)	20	0.02
Not stated	--	I/D	60	(0.09)	60	0.05
Total	66,539	(100.00)	64,070	(100.00)	130,609	100.01

Note. Values representing between 1 and 4 individuals are shown as "--" to prevent individuals from being identified. I/D = insufficient data for calculation.

---

[34] Calculated from data taken from datasets published by the Government of Canada (2021b) and the Immigration and Refugee Board of Canada [IRB] (IRB, 2018a, 2018b, 2018c, 2019, 2020a, & 2020b).

Appendix 2: Search Strategy for Jurisdiction-based Scoping Review of Policies

Website of the provincial or territorial Ministryor Department of Education for children of compulsory school age

Search function searches the website of the Ministry or Department of Education

Search 1A

English search: "refugee"

French search: "réfugié"

Yields 0-30 results

Yields more than 30 results

Use Search 1A results

Try Search 2A

Search 2A

English search: "refugee" AND "education"

French search: "réfugié" AND "éducation"

Yields 0 results

Yields 1 or more results

Use Search 1A results

Use Search 2A results

Search function searches the website of the entire provincial or territorial government

Search 1B

English search: "refugee"

French search: "réfugié"

Yields 0-30 results

Yields more than 30 results

Use Search 1B results

Try Search 2B or Search 2C

Advanced search function not available

Advanced search function available

Search 2B

English search: "refugee" AND "education"

French search: "réfugié" AND "éducation"

Search 2C

Select name of Department/Ministry of Education

English search: "refugee"

French search: "réfugié"

Yields 0 results

Yields 1-30 results

Yields more than 30 results

Yields 0 results

Yields 1 or more results

Use Search 1B results

Use Search 2B results

Try Search 3

Try Search 2B

Use Search 2C results

Search 3

English search: "refugee" AND "name of Department/Ministry of Education"

French search: "réfugié" AND "name of Department/Ministry of Education"

Yields 0 results

Yields 1 or more results

Use Search 2B results

Use Search 3 results

Appendix 3: Policy Documents Included in Final Sample for This Study

Code	Policy Document
Alberta	
AB01	Alberta Education (2009). *Access and funding for international students in Alberta.* https://education.alberta.ca/media/1224561/faqs_ 34askatc.pdf
AB02	Manitoba Ministry of Education and Advanced Learning (2015). *Building hope: Refugee learner narratives.* https://www.edu.gov.mb.ca/k12/docs/support/ building_hope/index.html
AB03	Alberta Education (2019). *Grade 9 subject bulletin: social studies – Alberta Provincial Achievement Testing 2019-2020.* https://www.alberta.ca/ assets/documents/ed-ss-9-bulletin-2019-2020.pdf
AB04	Alberta Education (2020). *Instructional supports.* https://www.alberta.ca/ instructional-supports.aspx
AB05	Alberta Education (2020). *Interim funding manual for school authorities 2020/21 school year.* https://www.alberta.ca/assets/ documents/ed-interim-funding-manual.pdf
AB06	Government of Alberta (2020). *International students.* https://www.alberta.ca/ international-students.aspx
British Columbia	
BC01	Ministère de l'Éducation de la Colombie-Britannique (2003). *Vers une école plus sûre – Guide à l'intention des parents : Comment réagir au harcèlement et à l'intimidation dans les écoles secondaires.* https://www2.gov.bc.ca/assets/gov/ education/kindergarten-to-grade-12/teach /teaching-tools/student-saftey/french_secondaire.pdf
BC02	British Columbia Ministry of Education (2005). *Civic studies 11 integrated resource package.* https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/34askatc/social-studies-curriculum
BC03	British Columbia Ministry of Education (2008). *Making space: Teaching for diversity throughout the K-12 curriculum.* https://www.bced.gov.bc.ca /irp/pdfs/making_space/makingSpace_full.pdf
BC04	Ministère de l'Éducation de la Colombie-Britannique (2009). *Anglais langue seconde : Politique et lignes directrices.* https://www2.gov.bc.ca/assets/gov/ education/administration/kindergarten-to-grade-12/english-language-learners/guidelines_fr.pdf
BC05	British Columbia Ministry of Education (2011*). K-12 funding – newcomer refugees.* https://www2.gov.bc.ca/ gov/content/education-training/k-12/administration/legislation-policy/public-schools/k-12-funding-newcomer-refugees?keyword=refugee
BC06	British Columbia Ministry of Education (2015). *Students from refugee backgrounds: A guide for teachers and schools.* https://www2.gov.bc.ca/ assets/gov/education/ administration/kindergarten-to-grade-12/diverse-student-needs/students-from-refugee-backgrounds-guide.pdf
BC07	British Columbia Ministry of Education (2017). *Students who are refugees.* https://www2.gov.bc.ca/gov/ content/education-training/k-12/administration/ legislation-policy/public-schools/students-who-are-refugees?keyword=refugee
BC08	British Columbia Ministry of Education (2018). *English language learning policy guidelines.* https://www2.gov.bc.ca/assets/gov/education/ administration/kindergarten-to-grade-12/34askatc-language-learners/guidelines.pdf

Code	Policy Document
BC09	British Columbia Ministry of Education (2020). *Diverse student needs.* http://www2.gov.bc.ca/gov/content/education-training/k-12/support/ diverse-student-needs?keyword=refugee
BC10	British Columbia Ministry of Education (2020). *Eligibility of students for operating grant funding.* https://www2.gov.bc.ca/gov/content/education-training/ k-12/administration/legislation-policy/public-schools/eligibility-of-students-for-operating-grant-funding?keyword=refugee
BC11	British Columbia Ministry of Education (2020). *English language learning (ELL) teaching resources.* https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/35askatc-language-learning?keyword=refugee
BC12	British Columbia Ministry of Education (2020). I*nclusive education resources.* https://www2.gov.bc.ca /gov/content/education-training/k-12/teach/teaching-tools/inclusive-education?keyword=refugee
BC13	British Columbia Ministry of Education (2020). *Information on refugee students for administrators.* https://www2.gov.bc.ca/gov/ content/education-training/k-12/administration/program-management/refugee-students?keyword=refugee
Manitoba	
MB01	Manitoba Department of Education and Training (1995). *Towards inclusion: A handbook for English as a second language course designation, senior 1-4 – A resource for senior years schools.* https://www.edu.gov.mb.ca /k12/docs/policy/esl/coursed.pdf
MB02	Manitoba Department of Education and Training (1996). *Towards inclusion: Programming for English as a second language students, senior 1-4 – A supplementary resource for senior years schools.* https://www.edu.gov.mb.ca/ k12/docs/support/esl/eslprogram.pdf
MB03	Ministère de l'Éducation, de la Formation professionnelle et de la Jeunesse du Manitoba (2002). *Examen de la programmation d'anglais langue seconde : Directives concernant les rapports écrits et les consultations.* https://www. Edu.gov.mb.ca/m12/frpub/cons/esl/examen_prog_els.pdf
MB04	Manitoba Department of Education and Training (2011). *Curriculum framework for English as an additional language (EAL) and literacy, academics, and language (LAL) programming – section 1: overview.* https://www.edu.gov. mb.ca/k12/cur/eal/framework/section1.pdf
MB05	Manitoba Department of Education and Training (2011). *Curriculum framework for English as an additional language (EAL) and literacy, academics, and language (LAL) programming – section 5: Domains of middle and senior years LAL learning.* https://www.edu.gov.mb.ca/k12/cur/eal/framework/ section5.pdf
MB06	Manitoba Department of Education and Training (2011). *Curriculum framework for English as an additional language (EAL) and literacy, academics, and language (LAL) programming – section 7: Assessment of EAL and LAL learners.* https://www.edu.gov.mb.ca/k12/cur/eal/framework/section7.pdf
MB07	Manitoba Department of Education and Training (2012). *Life after war: Professional learning, agencies, and community supports.* https://www.edu.gov.mb.ca/k12/docs/35uppose/law/community_supports.pdf
MB08	Manitoba Department of Education and Training (2012). War-affected children: A comprehensive bibliography. https://www.edu.gov.mb.ca/k12/docs/35uppose/ law/bibliography.pdf

Code	Policy Document
MB09	Manitoba Department of Education and Training (2013). Guidelines for the intensive newcomer support grant. https://www.edu.gov.mb.ca/k12/docs/support/ins_grant/guidelines.pdf
MB10	Ministère de l'Éducation et de la Formation du Manitoba (2013). *Lignes directrices concernant l'adaptation des cours aux besoins des apprenants nouveaux arrivants sous-scolarisés : document à l'intention des écoles secondaires offrant une programmation en langue française, 2ᵉ édition.* http://www.edu.gov.mb.ca/m12/frpub/ped/ana/adaptation/docs/document_complet.pdf
MB11	Manitoba Department of Education & Training (2014). *Life after war: Education as a healing process for refugee and war-affected children.* https://www.edu.gov.mb.ca/k12/docs/support/law/index.html
MB12	Manitoba Department of Education and Training (2014). *Life after war: Education as a healing process for refugee and war-affected children – Interactive PDF version.* https://www.edu.gov.mb.ca/k12/docs/support/law/ law_interactive.pdf
MB13	Ministère de l'Éducation et de l'Enseignement supérieur du Manitoba (2014). *Lignes directrices concernant l'adaptation des cours aux besoins des apprenants nouveaux arrivants.* https://www.edu.gov.mb.ca/m12/frpub/cons/nouv_arrivants/docs/lignes_dir_nouv_arrivants.pdf
MB14	Manitoba Education and Advanced Learning (2015). *Building hope: Refugee learner narratives.* https://www.edu.gov.mb.ca/k12/docs/support/building_ hope/index.html
MB15	Manitoba Department of Education and Training (2016). *Funding for temporary residents policy.* https://www.edu.gov.mb.ca/k12/finance/temp respolicy.html
MB16	Ministère de l'Éducation et de la Formation du Manitoba (2016*). Politique en matière de financement des résidents temporaires.* https://www.edu.gov.mb.ca/ m12/stat-fin/docs/residents-temp.pdf
MB17	Manitoba Department of Education and Training (2017). *Diversity education: Holodomor education and awareness.* https://www.edu.gov.mb.ca/k12/cur/ multic/36olodomor.html
MB18	Manitoba Department of Education and Training (2017). *Diversity education: Education and the prevention of genocide.* https://www.edu.gov.mb.ca/k12/cur/multic/genocideprevention.html
MB19	Manitoba Department of Education and Training (2017). *Education for sustainable development – Manitoba priority area-framework.* https://www.edu.gov.mb.ca/k12/esd/definitions.html
MB20	Manitoba Department of Education and Training (2017). *Evaluating non-Manitoba course completion for senior years credits: A guide for school administrators.* https://www.edu.gov.mb.ca/k12/docs/policy/op_credits/ document.pdf
MB21	Ministère de l'Éducation et de la Formation du Manitoba (2017). *L'accueil, l'accompagnement et la mise à niveau scolaire des apprenants nouveaux arrivants dans les écoles offrant une programmation en langue français au Manitoba : Document d'appui.* https://www.edu.gov.mb.ca/m12/frpub/ped/ana/ accueil/docs/documentcomplet.pdf
MB22	Ministère de l'Éducation et de la Formation du Manitoba (2017). *La vie après la guerre : Apprentissage professionnel, organismes et soutien communautaire.* https://www.edu.gov.mb.ca/m12/frpub/ped/ana/accueil/docs/vie_apprentissage.pdf

Code	Policy Document
MB23	Ministère de l'Éducation et de la Formation du Manitoba (2017). *La vie après la guerre : L'éducation en tant que processus de guérison pour les réfugiés et les jeunes touchés par la guerre.* https://www.edu.gov.mb.ca/m12/frpub/ped/ana/ accueil/docs/ vie_education.pdf
MB24	Manitoba Department of Education and Training (2018). *English as an additional language.* https://www.edu.gov.mb.ca/k12/cur/eal/building_hope.html
MB25	Manitoba Department of Education and Training (2018). *Responding to religious diversity in Manitoba's schools: A guide for educators.* https://www.edu.gov.mb. ca/k12/docs/37uppose/religious_diversity/ full_doc.pdf
MB26	Manitoba Department of Education and Training (2019). *Application-based grants in K-12 education.* https://www.edu.gov.mb.ca/edu/grants.html
MB27	Gouvernement du Manitoba (2019). *Loi sur les écoles publiques c. P250 de la C.P.L.M.* https://web2.gov.mb.ca/laws/statutes/ccsm/pdf.php? cap=p250
MB28	Manitoba Department of Education and Training (2019). *Promising pathways: High school and adult programming options for English as an additional language (EAL) youth – version 2.0.* https://www.edu.gov.mb.ca/k12/cur/eal/ promising_pathways/full_doc.pdf
MB29	Government of Manitoba (2019). *Public Schools Act, C.C.S.M. c. P250.* https://web2.gov.mb.ca/laws/statutes/ccsm/p250e.php
MB30	Manitoba Department of Education & Training (2019). *Public schools enrolment and categorical grant reporting for the 2019/2020 school year.* https://www.edu. gov.mb.ca/k12/finance/enrol_reporting/enrol_reporting_19-20.pdf
MB31	Manitoba Department of Education & Training (2020). *English as an additional language: Funding.* https://www.edu.gov.mb.ca/k12/cur/eal/funding.html
New Brunswick	
NB01	New Brunswick Department of Education & Early Childhood (1998). *Atlantic Canada in the global community grade 8 curriculum.* https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Social Studies/SocialStudies-Grade8.pdf
NB02	Ministère de l'Éducation du Nouveau-Brunswick (2005). *Sciences humaines 7ᵉ année.* https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/ SocialStudies/SciencesHumaines7eAnnee.pdf
NB03	New Brunswick Department of Education & Early Childhood Development (2005). *Social studies 7: Empowerment edition.* https://www2.gnb.ca/ content/dam/gnb/Departments/ed/pdf/K12/curric/Social Studies/ SocialStudies-Grade7.pdf
NB04	New Brunswick Department of Education & Early Childhood Development (2006*). Social studies 9: Canadian identity.* https://www2.gnb.ca/content/ dam/gnb/Departments/ed/pdf/K12/curric/Social Studies/SocialStudies-Grade9.pdf
NB05	Ministère de l'Éducation et du Développement de la petite enfance du Nouveau-Brunswick (2012). *Français Immersion modern history 111-112-113 programme d'études.* Retrieved from https://www2.gnb.ca/content/dam/gnb/Departments/ ed/pdf/K12/curric/SocialStudies/ FIModernHistory111-112.pdf
NB06	New Brunswick Department of Education & Early Childhood Development (2012). *Modern history 111-112-113 curriculum.* https://www2.gnb.ca/content/ dam/gnb/Departments/ed/pdf/K12/curric/Social Studies/ModernHistory111-112-113.pdf

Code	Policy Document
NB07	Ministère de l'Éducation et du Développement de la petite enfance du Nouveau-Brunswick (2017). *Enjeux mondiaux 120*. https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Social Studies/EnjeuxMondiaux120.pdf
NB08	New Brunswick Department of Education and Early Childhood Development (2017). *World issues 120*. https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/SocialStudies/WorldIssues120.pdf
Newfoundland and Labrador	
NL01	Newfoundland and Labrador Department of Education and Early Childhood Development (2009). *Who is the ESL student?* https://www.gov.nl.ca/eecd/files/k12_curriculum_guides_esl_esl_student.pdf
NL02	Newfoundland and Labrador Department of Education and Early Childhood Development (2010). *Literacy enrichment and academic readiness for newcomers (LEARN) curriculum guide – LEARN-1 Language arts: Basic literacy.* https://www.gov.nl.ca/eecd/files/k12_curriculum_guides_esl_ earn_learn1_language_arts.pdf
NL03	Newfoundland and Labrador Department of Education and Early Childhood Development (2010). *Literacy enrichment and academic readiness for newcomers (LEARN) curriculum guide – LEARN-2 Language arts*. https://www.gov.nl.ca/eecd/files/k12_curriculum_guides_esl_learn_learn_2_ language_arts.pdf
NL04	Newfoundland and Labrador Department of Education and Early Childhood Development (2010). *Literacy enrichment and academic readiness for newcomers (LEARN) curriculum guide – LEARN-2 mathematics*. https://www.gov.nl.ca/eecd/files/k12_curriculum_guides_esl_learn_learn_2_ mathematics.pdf
NL05	Newfoundland and Labrador Department of Education and Early Childhood Development (2010). *Literacy enrichment and academic readiness for newcomers (LEARN) curriculum guide – LEARN-2 Social studies*. https://www.gov.nl.ca/eecd/files/k12_curriculum_guides_esl_learn_learn-2-social-studies-701172.pdf
NL06	Newfoundland and Labrador Department of Education and Early Childhood Development (2010). *Meeting the needs of students from diverse cultures: A handbook for administrators*. https://www.gov.nl.ca/eecd/files/k12_curriculum_ guides_esl_ meeting-the-needs.pdf
NL07	Newfoundland and Labrador Department of Education and Early Childhood Development (2011). *ESL foundation: A foundation English course for grades 7-12 students with limited literacy*. https://www.gov.nl.ca/eecd/files/k12_curriculum _guides_esl_esl_foundation_curriculum_guide_intermediate_ senior_high.pdf
NL08	Newfoundland and Labrador Department of Education and Early Childhood Development (2011). *Guidelines for delivery of ESL services in K-6.* https://www.gov.nl.ca/eecd/files/k12_curriculum_guides_esl_esl_k-6_guidelines_for_delivery_of_esl_services_k-6.pdf
NL09	Newfoundland and Labrador Department of Education and Early Childhood Development (2010*). Literacy enrichment and academic readiness for newcomers (LEARN) curriculum guide – LEARN-2 Science*. https://www.gov.nl.ca/eecd/files/k12_curriculum_guides_esl_learn_learn-2_science_701177.pdf
NL10	Newfoundland and Labrador Department of Education and Early Childhood Development (2012*). ESL students & students from diverse cultures: Guidelines for comprehensive assessment*. https://www.gov.nl.ca/eecd/files/k12_student

Code	Policy Document
	supportservices_publications_esl_students_and_students_from_diversecultures_ guidelines_for_comprehensive_ assessment.pdf
NL11	Newfoundland and Labrador Department of Education and Early Childhood Development (n.d.). *Whole school inclusion of immigrant students.* http://www.gov.nl.ca/eecd/files/k12_curriculum_guides_esl_inclusion _esl.pdf

Nova Scotia

Code	Policy Document
NS01	Nova Scotia Department of Education & Early Childhood Development (2010). *Sociology 12 guide.* https://curriculum.novascotia.ca/sites/default/ files /documents/curriculumfiles/Sociology%2012%20Guide%20%282010%29_ 0.pdf
NS02	Nova Scotia Department of Education & Early Childhood Development (2015). *Learning outcomes framework grades 10-12.* https://www.ednet.ns.ca/files/curriculum/LOFs-10-12-Aug17-2015.pdf
NS03	Province of Nova Scotia (2019). *Governor in Council Education (CSAP) Act Regulations made under Section 146 of the Education (CSAP) Act S.N.S. 1995-96, c.1 O.I.C. 97-405 (effective June 24, 1997), N.S. Reg. 74/97 Amended to O.I.C. 2019-172 (effective June 20, 2019), N.S. Reg. 91/2019.* https://novascotia.ca/just/regulations/regs/ed-cgic.htm

Northwest Territories

Code	Policy Document
NT01	Northwest Territories Department of Education, Culture and Employment (1995). *School health program grade 6.* https://www.ece.gov.nt.ca/sites/ece/files/ resources/health_studies._grade_6.pdf
NT02	Northwest Territories Department of Education, Culture and Employment (2009). *Social studies grade 1: Connecting and belonging.* https://www.ece.gov.nt.ca/ sites/ece/files/resources/social_studies_-_grade_1.pdf
NT03	Northwest Territories Department of Education, Culture and Employment (2009). *Social studies grade 3: Communities of the world.* https://www.ece.gov.nt.ca/sites/ece/files/resources/social_studies_-_grade_3.pdf
NT04	Northwest Territories Department of Education, Culture and Employment (2010). *Social studies grade 5 – Canada: The people and the stories of this land.* https://www.ece.gov.nt.ca/sites/ece/files/resources/social_studies-_grade_5.pdf
NT05	Government of Northwest Territories (n.d.). *Statement of eligibility for non-rights holder parents.* https://www.ece.gov.nt.ca/sites/ece/files/ resources/ ministerial_french_first_directive_-_statement_of_eligibility_for_non-rights_holder_parents_form_-_en.pdf

Ontario

Code	Policy Document
ON01	Ontario Ministry of Education (2001). *Policy/program memorandum no. 129.* http://www.edu.gov.on.ca/extra/eng/ppm/129.html
ON02	Ontario Ministry of Education (2003). *Policy/program memorandum no. 132.* http://www.edu.gov.on.ca/extra/eng/ppm/132.html
ON03	Ontario Ministry of Education (2004). *Policy/program memorandum no. 136.* http://www.edu.gov.on.ca/extra/eng/ppm/136.html
ON04	Ontario Ministry of Education (2007). *English language learners – ESL and ELD programs: Policies and procedures for Ontario elementary and secondary schools, Kindergarten to grade 12.* http://www.edu.gov.on.ca/eng/document/ esleldprograms/esleldprograms.pdf

Code	Policy Document
ON05	Ontario Ministry of Education (2007). *The Ontario curriculum, grades 9 to 12, English as a second language and English literacy development (revised).* http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912 currb.pdf
ON06	Ontario Ministry of Education (2008). *Supporting English language learners: A practical guide for Ontario educators, Grades 1 to 8.* http://edu.gov.on.ca/eng/document/esleldprograms/guide.pdf
ON07	Ontario Ministry of Education (2008). *Supporting English language learners with limited prior schooling: A practical guide for Ontario educators, Grades 3 to 12.* http://www.edu.gov.on.ca/eng/document/manyroots/ELL_ LPS.pdf
ON08	Ontario Ministry of Education (2010*). The Ontario curriculum, grades 11 and 12, the arts.* http://www.edu.gov.on.ca/eng/curriculum/secondary/ arts1112curr2010.pdf
ON09	Ontario Ministry of Education (2011). *Student well-being research framework.* http://www2.edu.gov.on.ca/eng/policyfunding/memos/august 2011/studentResearchSummary.pdf
ON10	Ontario Ministry of Education (2013). *Supporting minds: An educator's guide to promoting students' mental health and well-being, draft version.* http://www.edu.gov.on.ca/eng/document /reports/SupportingMinds.pdf
ON11	Ontario Ministry of Education (2013). *The Ontario curriculum: Social studies, grades 1 to 6; History and geography, grades 7 and 8.* http://edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf
ON12	Ontario Ministry of Education (2013). *The Ontario curriculum, grades 9 and 10: Canadian and world studies – Geography, history, civics (politics) revised.* http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld 910curr2013.pdf
ON13	Ontario Ministry of Education (2013). *The Ontario curriculum, Grades 9 to 12: Social sciences and humanities.* http://www.edu.gov.on.ca/eng/ curriculum/secondary/ssciences9to122013.pdf
ON14	Ontario Ministry of Education (2014). English literacy development: Supporting English language learners with limited prior schooling. *Capacity building series, secretariat, special edition 36.* http://edu.gov.on.ca/eng/literacy numeracy/inspire/research/CBS_ LiteracyDevelop. Pdf
ON15	Ontario Ministry of Education (2015). *Syrian refugee settlement in Ontario: Memorandum to directors of education from the Deputy Minister.* http://www.edu.gov.on.ca/eng/policyfunding/memos/dec2015/dm_syrian refugee.pdf
ON16	Ontario Ministry of Education (2015). *Syrian refugee settlement in Ontario – Memorandum to directors of education, secretary-treasurers and supervisory officers of school authorities from the director of the curriculum and assessment policy branch.* http://www.edu.gov.on.ca/eng/policyfunding/ memos/dec2015/40askat_refugees_program.pdf
ON17	Ontario Ministry of Education (2015). *Syrian refugee settlement in Ontario – Memorandum to school board chairs from the Minister.* http://www.edu.gov. on.ca/eng/policyfunding/memos/dec2015/min_syrian refugee.pdf
ON18	Ontario Ministry of Education (2016). Supporting students with refugee backgrounds: A framework for responsive practice. *Capacity building K-12, Special edition 45.* http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/ research/cbs_refugees.html

Code	Policy Document
ON19	Ontario Ministry of Education (2016). *Syrian newcomer settlement in Ontario: Memorandum to directors of education from the Deputy Minister.* http://www.edu.gov.on.ca/eng/policyfunding/memos/march2016/on_syrian_newcomer.pdf
ON20	Government of Ontario (2019). *Education Act, R.S.O. 1990, Chapter E.2.* https://www.canlii.org/en/nu/laws/stat/snu-2008-c-15/latest/snu-2008-c-15.html
ON21	Ontario Ministry of Education (2019). *Enrolment register instructions for elementary and secondary schools, 2019-20 school year.* http://www.edu.gov.on.ca/eng/document/forms/enrol/enrolment_register_ instructions.pdf
ON22	Ministère de l'Éducation de l'Ontario (2019). *Instruction pour le relevé des effectifs des écoles élémentaires et secondaires, année scolaire 2019-2020.* http://www.edu.gov.on.ca/fre/document/forms/enrol/enrolment_register_ instructions_fr.pdf
ON23	Gouvernement de l'Ontario (2019*). Loi sur l'éducation, L.R.O. 1990, Chapitre E.2.* https://www.ontario.ca/fr/lois/loi/90e02
Prince Edward Island	
PE01	Prince Edward Island Department of Education (2006). *Atlantic Canada social studies curriculum grade 7.* https://www.princeedward island.ca/sites/default/files/publications/eelc_socialstudies_7.pdf
PE02	Prince Edward Island Department of Education (2006). *Atlantic Canada social studies curriculum grade 8.* https://www.princeedward island.ca/sites/default/files/publications/eelc_socialstudies_8.pdf
PE03	Prince Edward Island Department of Education (2007). *Atlantic Canada social studies curriculum, Canadian studies CAS401A.*https://www.princeedwardisland.ca/sites/default/files/publications/eelc_cas401a. pdf
PE04	Prince Edward Island Department of Education and Lifelong Learning (2007). *Global classroom initiative "Connecting classrooms and communities for global awareness". Grade 3 thematic unit "Children and communities: Stories from P.E.I. and Kenya".* https://www.princeedwardisland.ca/sites/default/files/publications/eelc_global_classroom_3.pdf
PE05	Prince Edward Island Department of Education and Lifelong Learning (2007). Global classroom initiative "Connecting classrooms and communities for global awareness". Grade 6 social studies: Rights & responsibilities: My interactions with others at home and around the world. https://www.princeedwardisland.ca/sites/default/files/publications/eelc_global_classroom_6.pdf
PE06	Prince Edward Island Department of Education and Lifelong Learning (2007). *Global classroom initiative" Connecting classrooms and communities for global awareness". Grade 9 social studies "Viewing the world with various perspectives from our place in Atlantic Canada".* https://www.princeedwardisland.ca/sites/default/files/publications/eelc_global_classroom_9.pdf
PE07	Prince Edward Island Department of Education, Early Learning and Culture (2008). *Prince Edward Island English as an additional language curriculum – High intermediate/advanced listening, speaking, reading and writing EAL 701D.* https://www.princeedwardisland.ca/sites/default/files/publications/eelc_eal701d. pdf
PE08	Prince Edward Island Department of Education, Early Learning and Culture (2008). *Prince Edward Island English as an additional language curriculum – Intermediate level listening,*

Code	Policy Document
	speaking, reading and writing EAL 701C. https://www.princeedwardisland.ca/sites/default/files/publications/eelc_eal 701c.pdf
PE09	Prince Edward Island Department of Education, Early Learning and Culture (2008). *Prince Edward Island English as an additional language curriculum – Introductory/beginner level listening and speaking EAL 701A.* https://www.princeedwardisland.ca/sites/default/files/publications/eelc_eal 701a.pdf
PE10	Ministère de l'Éducation et de l'Apprentissage continu de l'Île-du-Prince-Édouard (2009). *Français immersion programme d'études 12ᵉ année.* https ://www.prince edwardisland.ca/sites/default/files/publications/eelc_french immersion_12.pdf
PE11	Prince Edward Island Department of Education, Early Learning and Culture (2009). *Prince Edward Island English as an additional language curriculum – Introductory/beginner level reading and writing 701B.* https://www.prince edwardisland.ca/sites/default/files/publications/eelc_ eal701b.pdf
PE12	Prince Edward Island Department of Education and Early Childhood Development (2009). *Resource for grade 6 social studies: Prince Edward Island historic places.* https://www.princeedwardisland.ca/sites/default/ files/publications/eelc_pei_ historic_places.pdf
PE13	Prince Edward Island Department of Education and Early Childhood Development (2010). *Global classroom initiative "Connecting classrooms and communities for global awareness" Global issues 621A.* https://www.princeedwardisland.ca/sites/ default/files/publications/eelc_global_classroom_geo621a.pdf
PE14	Prince Edward Island Department of Education and Lifelong Learning (2010). *Global classroom initiative "Connecting classrooms and communities for global awareness" Global studies 521A.* https://www.princeedwardisland.ca/sites/ default/files/publications/eelc_global_classroom_geo 521a.pdf
PE15	Prince Edward Island Department of Education and Early Childhood Development (2010). *Prince Edward Island Social Studies Curriculum: History 621A Canadian history.* https://www.princeedwardisland.ca/sites/default/files/publications/eelc_ his 621a.pdf
PE16	Prince Edward Island Department of Education and Early Childhood Development (2011). *Prince Edward Island social studies curriculum: Geography 621A global issues.* https://www.princeedwardisland.ca/sites/default/files/publications/eelc_ geo621a.pdf
PE17	Prince Edward Island Department of Education and Early Childhood Development (2011). *Prince Edward Island social studies curriculum: Geography 631A global issues.* https://www.princeedwardisland.ca/sites/default/files/publications/eelc_ geo631a.pdf
PE18	Prince Edward Island Department of Education and Lifelong Learning (2016). *Resource for HIS621A/B Évangeline Appendix B.* https://www.princeedward island.ca/sites/default/files/publications/eelc_ 42askatchew_appendix_b_his621a-b.pdf
PE19	Ministère de l'Éducation, du développement préscolaire et de la Culture de l'Île-du-Prince-Édouard (2017). *Sciences humaines programme d'études HIS421G.* https://www.princeedwardisland.ca/sites/default/files/publications/prog_detudes_ his421g.pdf

Code	Policy Document
PE20	Ministère de l'Éducation, du développement préscolaire et de la Culture de l'Île-du-Prince-Édouard (2017). *Sciences humaines programme d'études HIS421M.* https://www.princeedwardisland.ca/sites/default/files/publications/prog_detudes_his421m.pdf
PE21	Ministère de l'Éducation et de l'Apprentissage continu de l'Île-du-Prince-Édouard (2019). *Préparatifs pour la rentrée scolaire.* https ://www.princeedwardisland.ca/fr/information/education-et-apprentissage-continu/preparatifs-rentree-scolaire
PE22	Prince Edward Island Department of Education and Lifelong Learning (2019). *Preparing for school.* https://www.princeedwardisland.ca/en/information/ education-and-lifelong-learning/preparing-for-school
Quebec	
QC01	Ministère de l'Éducation, du Loisir et du Sport (2014). *Cadre de référence : Accueil et intégration des élèves issus de l'immigration au Québec 1. Portrait des élèves – Soutien au milieu scolaire.* http://www.education.gouv.qc.ca/fileadmin/ site_web /documents/education/diversite/AccueilIntegration_1 _PortraitEleves.pdf
QC02	Ministère de l'Éducation, du Loisir et du Sport (2014). *Cadre de référence : Accueil et intégration des élèves issus de l'immigration au Québec 3. Protocole d'accueil.* http://www.education.gouv.qc.ca/fileadmin/site_web/documents/ education/diversite/AccueilIntegration_3_ ProtocoleAccueil.pdf
QC03	Ministère de l'Éducation, du Loisir et du Sport (2014). *Entrevue initiale : Accueil et intégration des élèves issus de l'immigration au Québec – Éducation préscolaire, enseignement primaire et enseignement secondaire.* http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/ diversite/Accueil_Eleves_ Immigration_Entrevue_initiale_Francais_S_FR.pdf
QC04	Ministère de l'Éducation et de l'Enseignement supérieur du Québec (2019). *Soutien au milieu scolaire 2019-2020 : Intégration et réussite des élèves issus de l'immigration et éducation interculturelle – éducation préscolaire, enseignement primaire et enseignement secondaire.* http://www.education.gouv.qc.ca/file admin/site_web/documents/education/diversite/Guide-soutien-milieu-scolaire.PDF
QC05	Ministère de l'Éducation et de l'Enseignement supérieur du Québec (2020). *Activités interculturelles scolaires.* http://www.education.gouv.qc.ca/contenus-communs/societe/immigration-et-education-interculturelle/activites-interculturelles/
QC06	Ministère de l'Éducation et de l'Enseignement supérieur du Québec (2020). *Immigration et éducation interculturelle.* http://www.education.gouv.qc.ca/ contenus-communs/societe/immigration-et-education-interculturelle/
QC07	Ministère de l'Éducation et de l'Enseignement supérieur du Québec (2020). *Réfugiés en milieu scolaire.* http://www.education.gouv.qc.ca/contenus-communs/societe/immigration-et-education-interculturelle/accueil-et-integration/refugies-en-milieu-scolaire/
QC08	Ministère de l'Éducation et de l'Enseignement supérieur du Québec (2020). *Soutien financier.* http://www.education.gouv.qc.ca/contenus-communs/ societe/immigration-et-education-interculturelle/soutien-financier/
QC09	Ministère de l'Éducation et de l'Enseignement supérieur du Québec (2020). *Trousse d'information – Accueil des immigrants et des réfugiés en milieu scolaire.* http://www.education.gouv.qc.ca/references/tx-solrtype recherchepublicationtx-

Code	Policy Document
	solrpublicationnouveaute/resultats-de-la-recherche/ detail/article/trousse-dinformation-accueil-des-immigrants-et-des-refugies-en-milieu-scolaire/
Saskatchewan	
SK01	Ministère de l'Éducation du Saskatchewan (2000). *Sciences sociales 30 Les études canadiennes – programme d'études fransaskois guide d'activités.* https://publications.saskatchewan.ca/#/products/33635
SK02	Ministère de l'Éducation du Saskatchewan (2001). *Sciences sociales 10 Les organisations sociales – programme d'études guide d'activités.* https://publications.saskatchewan.ca/#/products/48341
SK03	Ministère de l'Éducation du Saskatchewan (2001). *Sciences sociales 20 : Les problèmes du monde contemporain – programme d'études guide d'activités.* https://publications.saskatchewan.ca/#/products/48372
SK04	Saskatchewan Ministry of Education (2002). *Law 30 curriculum guide for the secondary level: The law and you.* https://publications.saskatchewan.ca/# products/33395
SK05	Saskatchewan Ministry of Education (2002). *Native studies 10 curriculum.* https://publications.saskatchewan.ca/#/products/33393
SK06	Saskatchewan Ministry of Education (2009). *English language arts 9: Additional learning resources.* https://publications.saskatchewan.ca/#/ products/33821
SK07	Saskatchewan Ministry of Education (2009). *High school completion for English as an additional language (EAL) students.* https://publications.saskatchewan.ca/ #/products/74106
SK08	Saskatchewan Ministry of Education (2009). *Social studies 6.* https://publications. 44askatchewan.ca/#/products/33385
SK09	Saskatchewan Ministry of Education (2010). *Social studies 5.* https://publications. 44askatchewan.ca/#/products/33322
SK10	Saskatchewan Ministry of Education (2011). *English language arts: Core learning resources 8.* https://publications.saskatchewan.ca/#/products/33776
SK11	Ministère de l'Éducation du Saskatchewan (2011). *Sciences humaines 6ᵉ année, programme d'immersion.* https://publications.saskatchewan.ca/#/products/33523
SK12	Ministère de l'Éducation du Saskatchewan (2011). *Sciences humaines 8ᵉ année, programme d'immersion.* https://publications.saskatchewan.ca/#/products/33525
SK13	Saskatchewan Ministry of Education (2016). *Policy, guidelines and procedures for alternative education programs: Alternative grade 10, 11 and 12.* https://publications.saskatchewan.ca/#/products/85571
SK14	Ministère de l'Éducation du Saskatchewan (2016). *Politiques et procédures de l'approbation de programmes alternatifs offerts en français.* https://publications. Saskatchewan.ca/#/products/85572
SK15	Ministère de l'Éducation du Saskatchewan (2017). *Guide de transition des élèves – Soutien aux nouveaux élèves : un guide pour les écoles.* https://publications. Saskatchewan.ca/#/products/87027
SK16	Saskatchewan Ministry of Education (2017). *Student transition guide – Supporting new students in your school: A guide for schools.* https://publications. 44askatchewan.ca/#/products/87026
SK17	Saskatchewan Ministry of Education (2019). *2019-20 funding manual – English.* https://publications.saskatchewan.ca/#/products/100142

Code	Policy Document
SK18	Government of Saskatchewan (2019). *Education Act, 1995*. https://publications.45askatchewan.ca/#/products/487
SK19	Gouvernement du Saskatchewan (2019). *Loi de 1995 sur l'éducation.* https://publications.saskatchewan.ca/#/products/487
SK20	Ministère de l'Éducation du Saskatchewan (2019*). Manuel de financement 2019-20 : Modèle de répartition du financement de la prématernelle à la 12ᵉ année.* https://publications.saskatchewan.ca/#/products/100143
SK21	Saskatchewan Ministry of Education (2020). *2020-21 funding manual – English.* https://publications.saskatchewan.ca/#/products/104462
SK22	Ministère de l'Éducation du Saskatchewan (2020). *Manuel de financement 2020-21 : Modèle de répartition du financement de la prématernelle à la 12ᵉ année.* https://publications.saskatchewan.ca/#/products/ 104465
SK23	Saskatchewan Ministry of Education (n.d.). *Effective practice guidelines: The basics – English as an additional language (EAL).* https://publications.45askatchewan.ca/#/products/74103
SK24	Saskatchewan Ministry of Education (n.d.). *Nurturing resilience: Supporting refugees.* https://www.edonline.sk.ca/webapps/blackboard/content/listContent.Jsp?course_id=_3444_1&content_ id=_86591_1&mode=reset

Appendix 4: Inclusion and Exclusion Criteria Used in Jurisdiction-based Scoping Review of Policies

Criteria Elements	Inclusion Criteria	Exclusion Criteria
Author, publisher, or endorser	• Published by Ministry or Department of Education; or • Circulated by Ministry or Department of Education	• Published by any other Ministry or Department; and • Not circulated by Ministry or Department of Education
Language	• English; and/or • French	• Language other than English or French
Subject	• Pertains to primary and/or secondary education	• Pertains to pre-primary or post-secondary education; or • Does not pertain to education
Keyword	Contains the term "refugee" or "réfugié": • At least once in the body of the text	Contains the term "refugee" only in: • A list of references or bibliography; • A link to another publication; and/or • A way that does not refer to refugee status, refugeehood, or refugee experiences[a]
Document type	• Policy document (e.g., policy guide, memorandum, resource guide, curriculum)	• Not a policy document (e.g., news release, report, student assessment tool, event poster, immigration welcome guide)
Status	For policy guides: • Current For other policy documents: • Most recent or up-to-date version containing the term "refugee" and/or "réfugié"	For policy guides: • Expired For other policy documents: • Not the most recent or up-to-date version containing the term "refugee" and/or "réfugié"

Note. [a] i.e., The use of "Immigration, Refugees and Citizenship Canada" [IRCC] or "Immigration and Refugee Protection Act" [IRPA] for purposes other than defining targeted populations and/or topics of instruction. The use of the literary expression "to take/seek refuge" to describe psychological dissociation or seeking shelter in a secure area during a school lockdown.

Appendix 5: Data Abstraction Tool (DAT)

Data Abstraction Tool (DAT)		
A. Policy instrument characteristics		
A.1. APA Reference		
A.2. Date of publication or effect		
A.3. Jurisdiction		
A.4. Search strategy		
A.5. Date of review		
A.6. Type of instrument	☐ Policy guidelines and protocols ☐ Memorandum ☐ Resource for student support ☐ Curriculum for teaching refugees ☐ Curriculum for teaching about refugees ☐ Resource for teaching about refugees	
A.7. Publication type	☐ Webpage ☐ PDF If PDF, number of pages:	
A.8. Language of publication	☐ English ☐ French	
A.9. Description		
B. Data item units		
B.1 Data item unit 1: Access to education		
B.1.1 Objective		
Specificity of objective	☐ Overall objective ☐ Lower-level objective ☐ Recognition of the need without objective ☐ N/A	
B.1.2 Targeted populations		
Targeted benefiting population	**Sample**	**Characteristics**
	☐ Refugee-focused Specify cohort in document:	Ages: ☐ Specified
		Abilities: ☐ Specified
		Countries of origin: ☐ Specified
	☐ Explicitly refugee-relevant Specify cohort in document	Ages: ☐ Specified
		Abilities: ☐ Specified
		Countries of origin: ☐ Specified
	☐ Refugee-mentioning document (refugees mentioned in document but not targeted population) Context of term "refugee": Targeted benefiting population:	Ages: ☐ Specified
		Abilities: ☐ Specified
		Countries of origin: ☐ Specified

Targeted partners	☐ Students	☐ With refugee status ☐ Without refugee status
	☐ Parents, guardians, and families	☐ With refugee status ☐ Without refugee status
	☐ Organizations	Specify type: ☐ Intergovernmental organizations ☐ International non-governmental organizations ☐ Domestic civil society organizations ☐ Private sector foundations ☐ Academic organizations ☐ Other government ministries
Targeted implementation agents	☐ Teachers	☐ Specified type
	☐ Administrators	
	☐ Other	Specify: ☐ Counsellor ☐ Psychologist ☐ Other:

B.1.3 Instrument			
Tools	☐ Authority		
	☐ Capacity		
	☐ Incentive	☐ Inducement	
		☐ Charge	
		☐ Sanction	
		☐ Force	
	☐ Learning		
	☐ Symbolic and hortatory	☐ Symbolic pronouncement	
		☐ Rationale	
		☐ Label	

B.2 Data item unit 2: Accelerated education

B.2.1 Objective

Specificity of objective	☐ Overall objective ☐ Lower-level objective ☐ Recognition of the need without objective ☐ N/A	

B.2.2 Targeted populations

Targeted benefiting population	Sample	Characteristics	
	☐ Refugee-focused Specify cohort in document:	Ages:	☐ Specified
		Abilities:	☐ Specified
		Countries of origin:	☐ Specified
	☐ Explicitly refugee-relevant Specify cohort in document	Ages:	☐ Specified
		Abilities:	☐ Specified
		Countries of origin:	☐ Specified
		Ages:	☐ Specified

	☐ Refugee-mentioning document (refugees mentioned in document but not targeted population) Context of term "refugee": Targeted benefiting population:	Abilities:	☐ Specified
		Countries of origin:	☐ Specified
Targeted partners	☐ Students	☐ With refugee status ☐ Without refugee status	
	☐ Parents, guardians, and families	☐ With refugee status ☐ Without refugee status	
	☐ Organizations	Specify type: ☐ Intergovernmental organizations ☐ International non-governmental organizations ☐ Domestic civil society organizations ☐ Private sector foundations ☐ Academic organizations ☐ Other government ministries	
Targeted implementation agents	☐ Teachers	☐ Specified type:	
	☐ Administrators		
	☐ Other	Specify: ☐ Counsellor ☐ Psychologist ☐ Other:	

B.2.3 Instrument			
Tools	☐ Authority		
	☐ Capacity		
	☐ Incentive	☐ Inducement	
		☐ Charge	
		☐ Sanction	
		☐ Force	
	☐ Learning		
	☐ Symbolic and hortatory	☐ Symbolic pronouncement	
		☐ Rationale	
		☐ Label	

B.3 Data item unit 3: Language education			
B.3.1 Objective			
Specificity of objective	☐ Overall objective ☐ Lower-level objective ☐ Recognition of the need without objective ☐ N/A		
B.3.2 Targeted populations			
Targeted benefiting population	**Sample**	**Characteristics**	
	☐ Refugee-focused Specify cohort in document:	Ages:	☐ Specified
		Abilities:	☐ Specified
		Countries of origin:	☐ Specified

	☐ Explicitly refugee-relevant Specify cohort in document	Ages:	☐ Specified
		Abilities:	☐ Specified
		Countries of origin:	☐ Specified
	☐ Refugee-mentioning document (refugees mentioned in document but not targeted population) Context of term "refugee": Targeted benefiting population:	Ages:	☐ Specified
		Abilities:	☐ Specified
		Countries of origin:	☐ Specified
Targeted partners	☐ Students	☐ With refugee status ☐ Without refugee status	
	☐ Parents, guardians, and families	☐ With refugee status ☐ Without refugee status	
	☐ Organizations	Specify type: ☐ Intergovernmental organizations ☐ International non-governmental organizations ☐ Domestic civil society organizations ☐ Private sector foundations ☐ Academic organizations ☐ Other government ministries	
Targeted implementation agents	☐ Teachers	☐ Specified	
	☐ Administrators		
	☐ Other	Specify: ☐ Counsellor ☐ Psychologist ☐ Other:	

B.3.3 Instrument			
Tools	☐ Authority		
	☐ Capacity		
	☐ Incentive	☐ Inducement	
		☐ Charge	
		☐ Sanction	
		☐ Force	
	☐ Learning		
	☐ Symbolic and hortatory	☐ Symbolic pronouncement	
		☐ Rationale	
		☐ Label	

B.4 Data item unit 4: Mental health and psychosocial support		
B.4.1 Objective		
Specificity of objective	☐ Overall objective ☐ Lower-level objective ☐ Recognition of the need without objective ☐ N/A	

B.4.2 Targeted populations			
Targeted benefiting population	**Sample**	**Characteristics**	
	☐ Refugee-focused Specify cohort in document:	Ages:	☐ Specified
		Abilities:	☐ Specified
		Countries of origin:	☐ Specified
	☐ Explicitly refugee-relevant Specify cohort in document	Ages:	☐ Specified
		Abilities:	☐ Specified
		Countries of origin:	☐ Specified
	☐ Refugee-mentioning document (refugees mentioned in document but not targeted population) Context of term "refugee": Targeted benefiting population:	Ages:	☐ Specified
		Abilities:	☐ Specified
		Countries of origin:	☐ Specified
Targeted partners	☐ Students	☐ With refugee status ☐ Without refugee status	
	☐ Parents, guardians, and families	☐ With refugee status ☐ Without refugee status	
	☐ Organizations	Specify type: ☐ Intergovernmental organizations ☐ International non-governmental organizations ☐ Domestic civil society organizations ☐ Private sector foundations ☐ Academic organizations ☐ Other government ministries	
Targeted implementation agents	☐ Teachers	☐ Specified type:	
	☐ Administrators		
	☐ Other	Specify: ☐ Counsellor ☐ Psychologist ☐ Other:	

B.4.3 Instrument			
Tools	☐ Authority		
	☐ Capacity		
	☐ Incentive	☐ Inducement	
		☐ Charge	
		☐ Sanction	
		☐ Force	
	☐ Learning		
	☐ Symbolic and hortatory	☐ Symbolic pronouncement	
		☐ Rationale	
		☐ Label	

B.5 Data item unit 5: Special education

B.5.1 Objective		
Specificity of objective	☐ Overall objective ☐ Lower-level objective ☐ Recognition of the need without objective ☐ N/A	
B.5.2 Targeted populations		

Targeted benefiting population	**Sample**	**Characteristics**	
	☐ Refugee-focused Specify cohort in document:	Ages:	☐ Specified
		Abilities:	☐ Specified
		Countries of origin:	☐ Specified
	☐ Explicitly refugee-relevant Specify cohort in document	Ages:	☐ Specified
		Abilities:	☐ Specified
		Countries of origin:	☐ Specified
	☐ Refugee-mentioning document (refugees mentioned in document but not targeted population) Context of term "refugee": Targeted benefiting population:	Ages:	☐ Specified
		Abilities:	☐ Specified
		Countries of origin:	☐ Specified
Targeted partners	☐ Students	☐ With refugee status ☐ Without refugee status	
	☐ Parents, guardians, and families	☐ With refugee status ☐ Without refugee status	
	☐ Organizations	Specify type: ☐ Intergovernmental organizations ☐ International non-governmental organizations ☐ Domestic civil society organizations ☐ Private sector foundations ☐ Academic organizations ☐ Other government ministries	
Targeted implementation agents	☐ Teachers	☐ Specified ☐ N/A Specify type:	
	☐ Administrators		
	☐ Other	Specify: ☐ Counsellor ☐ Psychologist ☐ Other:	
B.5.3 Instrument		

Tools	☐ Authority		
	☐ Capacity		
	☐ Incentive	☐ Inducement	
		☐ Charge	
		☐ Sanction	
		☐ Force	

	☐ Learning		
	☐ Symbolic and hortatory	☐ Symbolic pronouncement	
		☐ Rationale	
		☐ Label	
C. Intersectionality			
☐ Two or more needs considered simultaneously	☐ Access to education ☐ Accelerated education ☐ Language education ☐ Mental health and psychosocial support ☐ Special education	Citation/Explanation:	

Appendix 6: Codebook Used for Coding DATs, with Numbers of Files and References per Code

Code	Files	References
Accelerated education	51	266
Instruments	45	45
Capacity	31	31
Learning	14	14
Specificity of objective	47	49
Lower-level objective	21	21
Overall objective	18	18
Recognition of the need without objective	9	10
Target benefitting population	45	50
Explicitly refugee-relevant	18	19
Refugee-focused	11	14
Refugee-mentioning document	16	17
Target implementing populations	41	63
Administrators	24	24
Others	6	6
Teachers	32	33
Target partnering populations	34	59
Organizations	6	6
Parents, guardians, and families	19	21
Students	31	32
Access to education	54	269
Instruments	25	25
Capacity	19	19
Learning	6	6
Specificity of objective	51	55
Lower-level objective	18	20
Overall objective	33	35
Recognition of the need without objective	0	0
Target benefitting population	46	47
Explicitly refugee-relevant	33	33
Refugee-focused	7	7
Refugee-mentioning document	7	7
Target implementing populations	49	82
Administrators	42	42
Others	17	17
Teachers	23	23
Target partnering populations (2)	33	60
Organizations	18	18

Code	Files	References
Parents, guardians, and families	24	24
Students	17	17
Language education	64	352
Instruments	45	47
Capacity	34	35
Learning	11	11
Specificity of objective	64	69
Lower-level objective	21	23
Overall objective	42	42
Recognition of the need without objective	3	3
Target benefitting population	57	58
Explicitly refugee-relevant	25	25
Refugee-focused	17	17
Refugee-mentioning document	16	16
Target implementing populations	59	98
Administrators	44	44
Others	10	10
Teachers	44	44
Target partnering populations	43	80
Organizations	15	15
Parents, guardians, and families	32	32
Students	33	33
Mental health and psychosocial support	106	633
Instruments	101	102
Capacity	80	80
Learning	21	22
Specificity of objective	102	106
Lower-level objective	62	63
Overall objective	37	39
Recognition of the need without objective	4	4
Target benefitting population	103	106
Explicitly refugee-relevant	28	29
Refugee-focused	17	17
Refugee-mentioning document	59	59
Target implementing populations	95	160
Administrators	43	44
Others	25	27
Teachers	87	89
Target partnering populations	83	159
Organizations	43	45

Code	Files	References
Parents, guardians, and families	42	45
Students	69	69
Special education	41	184
Instruments	23	23
Capacity	13	13
Learning	10	10
Specificity of objective	38	38
Lower-level objective	28	28
Overall objective	9	9
Recognition of the need without objective	1	1
Target benefitting population	38	43
Explicitly refugee-relevant	12	12
Refugee-focused	6	11
Refugee-mentioning document	20	20
Target implementing populations	37	58
Administrators	18	18
Others	10	10
Teachers	30	30
Target partnering populations	29	57
Organizations	10	20
Parents, guardians, and families	17	17
Students	19	19

Appendix 7: Policy Coherence Rubrics

Element of coherence	Coherent	Incoherent	Absent
Policy objectives	The objectives of the refugee education policy are consistent with an Enabling Activity: They aim to respond to the category of need derived from an Enabling Activity of Expected Result 1 of Strategic Objective 2 of *Refugee Education 2030* and address every detail provided in the Enabling Activity	The objectives of the refugee education policy aim to respond to the category of need derived from an Enabling Activity of Expected Result 1 of Strategic Objective 2 of *Refugee Education 2030*; however, they do not address every detail provided in the Enabling Activity and/or one or more of the objectives of the policies comprising the refugee education policy contradicts the goal of the Enabling Activity and/or one or more of the objectives of the policies comprising the refugee education policy obstructs coherence at another element of policy coherence.	No policy objectives of responding to the category of need derived from the Enabling Activity of Expected Result 1 of Strategic Objective 2 of *Refugee Education 2030* were identified in the refugee education policy set, should the jurisdiction have such a policy set. This does not necessarily mean that there are no such policy objectives in the jurisdiction's entire education policy set.
Element of coherence	**Coherent**	**Incoherent**	**Absent**
Policy instruments	The policies include both capacity instruments that are fully coherent with the Strategic Approach of Collaborative Learning and Capacity Development and learning instruments that are fully coherent with the Strategic Approach of Innovation, Evidence, and Growth.	The policies do not include capacity instruments and/or learning instruments; or, including both capacity and learning instruments, the learning instruments do not encourage or require evaluation of progress towards the objective(s) and/or the capacity instruments provide erroneous information that could decrease implementation capacity and/or the instruments obstruct coherence at another element of policy coherence.	The policies included neither capacity instruments nor learning instruments.

Element of coherence	Coherent	Incoherent	Absent
Target populations			
Coherence among benefiting populations	Policies comprising the refugee education explicitly include all of the targeted benefiting population of *Refugee Education 2030*: All refugee claimant and refugee children and youth of primary and secondary school age, regardless of legal status, gender, or disability.	Policies comprising the refugee education explicitly include part but not all of the targeted benefiting population of *Refugee Education 2030*, policies comprising the refugee education implicitly include all or part of the targeted benefiting population of *Refugee Education 2030*, and/or policies comprising refugee education explicitly exclude all or part of the targeted benefiting population of *Refugee Education 2030*.	Policies comprising refugee education do not explicitly or implicitly include any part of the targeted benefiting population of *Refugee Education 2030*.
Coherence among implementing populations	Policies comprising refugee education are to be implemented by all of the government agents relevant to the response in the given context.	Policies comprising refugee education are to be implemented by some but not all of the government agents relevant to the response in the given context and/or policies comprising refugee education contradict descriptors of the targeted implementing population in *Refugee Education 2030* and/or policies comprising refugee education are to be implemented by agents that would obstruct coherence at another element of policy coherence.	Policies comprising refugee education do not have an explicit targeted implementing population (e.g., imperative sentences without a subject implied elsewhere in the policy).
Coherence among partnering populations	The policies target one or more partner(s) from both of the two categories of partners sourced from *Refugee Education 2030*: Organizational partners (e.g., intergovernmental organizations, international non-governmental organizations, domestic civil society organizations, private sector organizations and foundations, civil society organizations, and academic networks) and partners from a whole of society approach (e.g., educational stakeholders – students, parents, guardians, families, and communities)	The policies in refugee education fail to target one or more partner from one or both of the two categories of partners sourced from *Refugee Education 2030*: Organizational partners and partners from a whole of society approach and/or policies in refugee education prohibit or prevent one or both of the two categories of partners from *Refugee Education 2030* – organizational partners and educational stakeholders – from being partners and/or the targeted partnering populations of the refugee education policy obstruct coherence in another element of policy coherence.	There are no policies in refugee education pertaining to partnership.

About the Author

Valerie Schutte
Independent Researcher
vschu062@uottawa.ca
https://orcid.org/0000-0002-5761-0497
Valerie Schutte is a former graduate student at the University of Ottawa. Her research interests include the education of forcibly displaced persons and the mental health of children and young people.

Peter Milley
University of Ottawa
pmilley@uottawa.ca
https://orcid.org/0000-0002-5819-8086
Peter Milley is associate professor in the Faculty of Education and Director of the Centre for Research on Educational and Community Services at the University of Ottawa. His research encompasses multiple dimensions of educational leadership, administration, and policy.

Eliane Dulude
University of Ottawa
edulude@uottawa.ca
https://orcid.org/0000-0001-8930-4956
Eliane Dulude is assistant professor in the Faculty of Education at the University of Ottawa and Principal Research in the Centre for Research on Educational and Community Services. Her research concentrates on educational administration and policy implementation.