



refugees' access to education, supporting caregivers, scaling up holistic Early Childhood Development (ECD) services, and investing in Mental Health and Psychosocial Support (MHPSS), Social Emotional Learning (SEL) and education in emergencies.

Almost half of primary and secondary school-aged refugees are not enrolled in the national education systems across 51 countries analyzed by UNHCR. Although national inclusive education policies have a positive impact on refugee enrollment rates, practical, legal and administrative barriers remain, such as lack of documentation and unclear legal status. The establishment of Early Childhood Development (ECD) coordination platforms to improve coordination between authorities, donors, and NGOs can increase the overall quality of the ECD response and policies. There is also an urgent need to invest in the MHPSS of displaced children and youth, while MHPSS often remains among the most underfunded sectors of humanitarian assistance, estimated to be just 0.31% of ODA funding for education. Social Emotional Learning (SEL) interventions in and around school communities have proven to be low-cost, scalable, and have long-term positive individual and community impacts, as evidenced by the IRC's Ahlan Simsim project.

3. Ease pressure on host countries by expanding refugee resettlement and compa2(w-3e)y4(u)E02 062 2 reWB1 991 00

