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Future Trends Report

Future Trends Report, published in English and Arabic by TRENDS Virtual Office in Montreal, stands out as a distinctive publication dedicated to highlighting:

- 1. the most important forward-looking studies that aim to identify future trends, analyze various variables that may influence these trends, and determine the best future scenarios.
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1 Prospective research

AI and Climate Migration

Abulibdeh, A., Zaidan, E., & Al-Saidi, M. (2026). Artificial intelligence and climate migration equity. *Humanities and Social Sciences Communications*, 13(1), Article 87.

The article examines how artificial intelligence could contribute to reducing inequalities linked to climate migration—a phenomenon expected to affect millions of people due to rising sea levels, droughts, extreme weather events, and environmental degradation.



The authors argue that climate migrants are disproportionately vulnerable because they often possess fewer economic, social, and institutional resources to adapt to climate change. AI is presented not as a complete solution but as a potentially powerful tool for improving prediction, preparedness, health services, resettlement planning, and long-term resilience if it is governed ethically and inclusively. The article identifies five major dimensions of climate migration equity: disaster preparedness and response, health disparities, community sustainability, resettlement, and child development. AI applications already used in weather forecasting and environmental monitoring could help governments and humanitarian organizations anticipate disasters and organize earlier interventions. Examples include machine learning systems capable of predicting hurricanes, floods, and disease outbreaks, as well as projects developed by organizations such as the

International Organization for Migration to identify populations at risk of displacement. The authors also explore how AI could improve healthcare access for displaced populations through predictive public health systems, telemedicine, and digital health infrastructures. AI-driven educational tools and language technologies may help migrant children and refugees adapt socially and academically, while predictive migration models could assist host communities in planning housing, employment, and welfare services. However, the article emphasizes that many of these initiatives remain experimental and lack sufficient empirical evaluation. A major concern throughout the article is that AI may reproduce or intensify existing inequalities. Many low-income regions lack the high-quality datasets and technological infrastructure required for effective AI implementation. Biased training data, opaque "black-box" algorithms, and unequal access to digital technologies may

further marginalize vulnerable populations, especially in the Global South. The authors warn that AI systems used in migration governance could reinforce surveillance, exclusion, and discriminatory decision-making if accountability mechanisms are absent. The authors conclude that future research should focus on evaluating the long-term effectiveness of AI interventions for displaced populations, examining whether AI can genuinely reduce inequalities and improve well-being. They recommend participatory governance models in which climate migrants and affected communities actively participate in the co-design, oversight, and implementation of AI systems. Ultimately, the article argues that AI should be aligned with principles of human rights, environmental justice, transparency, and global equity in order to support more ethical and sustainable responses to climate migration.

Prospective research

Generative AI and International Students' Cross-Cultural Adaptation

i, Y., Chen, H., & García, M. (2026). Exploring the role of generative AI in international students' cross-cultural adaptation: A stimulus-organism-response framework approach. *International Journal of Educational Development*, 108, 103145.

This study investigates how generative artificial intelligence (GenAI) influences the cross-cultural adaptation of international students.



Recognizing that studying abroad often involves challenges such as language barriers, cultural differences, social isolation, and academic adjustment, the authors examine whether GenAI tools can support students during their transition to a new cultural and educational environment. Using the Stimulus–Organism–Response (SOR) framework, the study explores how interactions with GenAI affect students' psychological states and adaptation outcomes. The authors conceptualize GenAI as an external stimulus that provides informational, emotional, and practical support. Through personalized responses, language assistance, academic guidance, and real-time problem-solving, AI systems can help students navigate unfamiliar environments and reduce uncertainty. The study argues that these tools offer immediate and accessible support that may complement traditional institutional services, particularly when students are reluctant to seek help from peers or university staff. The "organism" component of

the framework refers to students' internal psychological processes. The findings suggest that GenAI contributes to increased self-efficacy, confidence, and perceived control over cross-cultural challenges. Students reported using AI to improve language skills, understand local cultural norms, prepare academic assignments, and seek advice about daily life. These interactions helped reduce stress and anxiety while fostering a greater sense of competence and independence. The technology also enabled students to access support at any time, making it especially valuable during periods of uncertainty or adjustment. The "response" component focuses on adaptation outcomes. The study finds that positive experiences with GenAI are associated with improved sociocultural adaptation, greater academic engagement, and higher levels of overall adjustment. By facilitating communication, providing tailored information, and helping students interpret unfamiliar cultural situations, AI can support both academic success and social

integration. The authors suggest that GenAI may function as a form of digital companion that assists students throughout the adaptation process. Despite these benefits, the article also highlights important limitations and risks. Overreliance on AI may reduce opportunities for direct social interaction and cultural immersion, both of which are essential for successful adaptation. Concerns are also raised regarding the accuracy of AI-generated information, privacy issues, algorithmic bias, and the potential for students to develop excessive dependence on technology. The study concludes that generative AI has significant potential to transform how international students adapt to new cultural environments. Future research should investigate the long-term effects of AI use on adaptation outcomes, examine differences across cultural contexts and student populations, and explore how universities can integrate AI responsibly into student support systems.

Prospective research

Understanding How International Students in the U.S. Are Using Conversational AI to Support Cross-Cultural Adaptation

Wang, T., Kumar, R., & Hernandez, P. (2026). Understanding how international students in the U.S. are using conversational AI to support cross-cultural adaptation.

This study explores how international students in the United States are using conversational artificial intelligence (AI) tools, such as ChatGPT and other large language model-based systems, to navigate the challenges of cross-cultural adaptation.



The authors focus on the growing role of AI in supporting students who must adjust to new academic expectations, cultural norms, social environments, and everyday practical demands while studying abroad. As international student populations continue to grow, the research investigates whether conversational AI can serve as an accessible source of information, guidance, and emotional support during the adaptation process. Drawing on interviews and qualitative analysis, the study finds that students use conversational AI for a wide range of adaptation-related tasks. One of the most common uses is language support. Students rely on AI to improve writing, understand idiomatic expressions, practice communication skills, and clarify cultural nuances that may not be easily explained in textbooks or language courses. Beyond language assistance, participants reported

using AI as a personalized information resource. Students sought advice about university procedures, housing, transportation, healthcare systems, financial management, and daily life in the United States. Because conversational AI is available at any time and can provide immediate responses, many students viewed it as a convenient and nonjudgmental source of support, especially when they felt uncomfortable asking peers, professors, or university staff for help. The study also highlights the emotional dimension of AI use. Several participants described interacting with conversational AI during periods of loneliness, stress, or uncertainty. Although students generally recognized that AI is not a substitute for human relationships, many appreciated its ability to provide reassurance, encouragement, and practical coping strategies. However, the authors identify several limitations and concerns. AI-generated responses are not

always accurate, and students may struggle to assess the reliability of the information they receive. There are also concerns about privacy, data security, cultural bias, and the possibility that students could become overly dependent on AI rather than developing interpersonal networks and intercultural competencies through direct engagement with local communities. The article concludes that conversational AI has considerable potential to support international students' cross-cultural adaptation by providing accessible, personalized, and timely assistance. Future research should examine the long-term consequences of AI use on students' academic performance, psychological well-being, social integration, and intercultural development. The authors also call for studies investigating ethical design, trust, cultural sensitivity, and the integration of AI into university support services.

Big Data and Ethics: The Case of Forced Migration

Alencar, A., Tsagkroni, V., & Milner, J. (2026). The ethical dimensions of big data in refugee contexts: A scoping review of empirical studies in the social sciences. *Social Sciences & Humanities Open*, 11, 101022.

This paper examines the ethical implications of using Big Data technologies in refugee protection and humanitarian response. Through a scoping review of 24 empirical social science studies published between 2017 and 2025, the authors investigate how ethical concerns surrounding Big Data are conceptualized and addressed in research on refugee populations.



Their review focuses on studies that explicitly frame their work through the lens of Big Data, encompassing technologies such as social media analytics, satellite imagery, mobile phone data, biometric systems, machine learning, and predictive analytics. The review reveals that most existing research originates from Europe and North America, with relatively little scholarship emerging from refugee-hosting regions in the Global South. This geographic imbalance influences the ethical issues emphasized in the literature, often privileging concerns rooted in Western governance frameworks while overlooking locally grounded perspectives and refugee-led approaches to data governance. The authors argue that this concentration reflects broader inequalities in knowledge production and humanitarian research. Three major ethical themes emerge from the analysis. The first is data-driven surveillance and refugee visibility. Big Data technologies allow humanitarian organizations and governments to monitor refugee movements and behaviors with unprecedented precision. While such visibility can improve protection and aid delivery, it also creates risks of surveillance, profiling, and involuntary exposure. The second theme concerns predictive systems and algorithmic governance. Many humanitarian actors increasingly rely on

algorithms to forecast displacement, assess vulnerability, or allocate resources. Although these systems promise efficiency and evidence-based decision-making, they may also reproduce biases, obscure decision-making processes, and limit accountability. Ethical concerns arise when algorithmic outputs influence access to services or protection while remaining opaque and difficult to challenge. The third theme is humanitarian innovation and techno-solutionism. The reviewed studies show that Big Data is often presented as a technological solution to complex humanitarian problems. However, the authors caution that such approaches can depoliticize displacement by focusing on technical fixes rather than addressing underlying structural inequalities and political causes. Overall, the review concludes that the ethical challenges of Big Data in refugee contexts extend beyond issues of privacy and consent. They are fundamentally connected to questions of power, justice, accountability, and human rights. The authors advocate for participatory, transparent, and justice-oriented data practices that involve refugees as active stakeholders rather than passive data subjects. They argue that responsible humanitarian innovation should prioritize human dignity, agency, and rights throughout the entire data lifecycle.

Big Data can improve protection and aid delivery, but also raises risks of surveillance, profiling, and involuntary exposure.



Rights-based data practices should treat refugees as active stakeholders, prioritizing dignity, agency, and justice.

Prospective research

Highlighting the Need for More Holistic, Participatory Design of Assistive Technologies in Displacement Settings

Smith, J., Patel, R., & Kassa, M. (2026). Highlighting the need for more holistic, participatory design of assistive technologies in displacement settings. *Frontiers in Public Health*, 14, 1675888.

This article examines the limited development and accessibility of assistive technologies (ATs) for displaced populations living with disabilities and argues for a more holistic, participatory, and ethically grounded approach to technology design in humanitarian settings.



The authors highlight that forced displacement often exacerbates existing disabilities or contributes to new impairments, particularly among women, children, and older adults. Although estimates suggest that between 15% and 33% of displaced people live with disabilities, their needs remain largely overlooked in both humanitarian responses and technological innovation.

The paper reviews the current landscape of assistive technologies designed for refugees and other displaced populations with physical, sensory, and mobility impairments. Existing initiatives include mobile health technologies, telehealth programs, wheelchairs adapted for challenging terrain, 3D-printed prosthetics, hearing aids, and customized mobility devices such as crutch attachments designed for uneven refugee camp environments. While these innovations demonstrate the potential of technology to improve accessibility and quality of life, the authors find that such projects remain scarce, small in scale, and often dependent on short-term pilot funding.

A central argument is that traditional engineering and technology-development frameworks are often ill-suited to displacement settings. These approaches typically prioritize technical

performance, innovation, scalability, and cost-effectiveness while paying insufficient attention to the social, cultural, political, and environmental realities of displaced communities. As a result, technologies may be designed without a deep understanding of users' lived experiences, leading to solutions that are inaccessible, unsustainable, or irrelevant to local needs.

Instead, the paper advocates for participatory and community-centered design processes that treat displaced people with disabilities as active collaborators rather than passive recipients of aid.

The authors conclude that addressing the needs of displaced people with disabilities requires a fundamental shift in research and engineering practices. Future initiatives should incorporate human rights principles, interdisciplinary collaboration, long-term sustainability planning, and participatory methods. Rather than treating assistive technologies as isolated innovations, they should be integrated into broader healthcare and humanitarian systems. By centering the voices and experiences of displaced individuals with disabilities, technology developers can create more equitable, effective, and sustainable solutions that genuinely enhance well-being and social inclusion.

Although 15–33% of displaced people live with disabilities, their needs remain largely overlooked.



Effective assistive technologies should remove barriers while promoting accessibility, dignity, and autonomy.

2 Applied research

Resilience and Coping Strategies Among Migrant Youth

Anukam, C. C., Udah, C., Udah, H., & Francis, A. (2026). Resilience and coping strategies among migrant youth: a systematic review of the literature. *Journal of Population Research*, 43(2), 10.

The paper examines how migrant and refugee youth develop resilience while navigating the challenges associated with migration, settlement, and integration.



Recognizing that young migrants often face discrimination, social exclusion, language barriers, economic hardship, trauma, and uncertainty, the authors seek to identify the factors that promote resilience and the coping strategies that support well-being and adaptation. Through a systematic review of empirical research, the study contributes to the literature that shifts attention from migrant youth as vulnerable populations to their strengths, resources, and capacity to overcome adversity.

The review followed PRISMA guidelines and analyzed 20 empirical studies published between 2014 and 2024. The studies included mixed-methods research conducted across multiple countries, including Canada, Australia, the United States, Norway, Belgium, South Africa, and the United Kingdom. Collectively, the studies explored topics such as mental health, educational aspirations, social integration, resettlement experiences, and psychosocial well-being among migrant and refugee youth. A key finding of the review is

that resilience is not solely an individual characteristic but is shaped by interactions between young people and their social environments. The authors identify three interconnected categories of resilience factors: social factors, community factors, and agentic factors. Social factors include support from family members, friends, peers, and extended social networks. These relationships provide emotional support, guidance, encouragement, and a sense of belonging that help young migrants navigate difficult circumstances. The review also highlights the importance of personal agency in fostering resilience. Many migrant youth demonstrate self-motivation, optimism, self-awareness, future orientation, goal setting, and perseverance despite facing significant challenges. These personal attributes enable them to actively pursue education, employment, and social opportunities while maintaining hope for the future. Rather than viewing resilience as an innate trait, the authors argue that it emerges through the interaction

of personal strengths and supportive social environments. Several coping strategies were consistently identified across the studies. Young migrants often relied on family relationships, friendships, cultural identity, religious faith, community participation, creative arts, sports, and educational engagement to manage stress and adversity. Maintaining connections with family members and cultural communities was particularly important for emotional well-being and identity formation. Religious practices, prayer, and spiritual beliefs also served as sources of comfort and meaning for many participants.

The authors conclude that resilience among migrant youth is best understood through an ecological and intersectional framework that considers the influence of family, community, institutions, and broader social conditions. They emphasize that policies and interventions should move beyond individual-focused approaches and strengthen the social and community systems that support young migrants.

A Literature Review of International Student Resilience

Mu, G. M., et al. (2026). A systematic literature review of international student resilience: Moving toward an interdisciplinary multilayered model. Review of Educational Research. Advance online publication.

This article provides a comprehensive examination of resilience among international students. Recognizing that international students face a wide range of academic, social, cultural, financial, and political challenges, the authors seek to map how resilience has been conceptualized, studied, and



The review responds to the growing importance of international student mobility worldwide and the increasing need to understand how students navigate adversity while pursuing education abroad. The researchers conducted a systematic review of the literature by screening 5,635 publications from more than 80 academic databases and selecting 66 studies for detailed analysis. Using both inductive and deductive approaches, they examined the contextual, conceptual, methodological, and empirical dimensions of resilience research. A key finding of the review is that resilience has traditionally been understood through a psychological lens. Many studies conceptualize resilience as an individual's ability to overcome challenges such as language difficulties, homesickness, discrimination, academic pressure, cultural adjustment, loneliness, and mental health concerns. Within this framework, resilience is often associated with personal qualities such as optimism, self-efficacy, grit, adaptability, growth mindset, and emotional regulation. Research has consistently shown that these characteristics can help students cope with adversity and achieve positive educational and personal outcomes. However, the authors argue that a purely psychological understanding of resilience is insufficient. They highlight concerns that resilience discourse can unintentionally place responsibility on individual students

to overcome structural barriers, thereby overlooking broader social inequalities. International students often face challenges linked to immigration policies, financial precarity, racism, housing difficulties, institutional practices, and unequal access to support services. To address these limitations, the authors propose an interdisciplinary multilayered model of resilience. At the empirical level, resilience involves observable interactions between challenges, protective factors, and positive outcomes. At the conceptual level, it encompasses individual, relational, community, and institutional resources. At the real level, resilience reflects broader social structures and power relations. Finally, at the ideological level, resilience includes the values, assumptions, and political narratives that shape how resilience is understood and promoted. The review concludes that resilience among international students is a dynamic, multilayered process rather than a fixed personal trait. The authors call for future research that moves beyond individual-focused explanations and considers the influence of social justice, policy environments, institutional practices, and community support systems. They argue that universities should not simply encourage students to become more resilient but should also create conditions that reduce barriers and foster meaningful inclusion, belonging, and well-being.

A purely psychological understanding of resilience is insufficient.



Universities should go beyond promoting student resilience by reducing barriers and fostering inclusion, belonging, and well-being.

How Does Physical Activity Contribute to Mental Health?

Liu, Z., et al. (2026). The impact of physical activity on the psychological wellbeing and study abroad satisfaction of Chinese international students in a cross-cultural context. BMC Public Health, 26.

This article investigates how physical activity contributes to the mental health and overall study abroad experience of Chinese international students.



Recognizing that international students often face challenges such as cultural adjustment, language barriers, loneliness, academic pressure, and social isolation, the authors seek to understand whether physical activity can serve as a protective factor that promotes psychological well-being and enhances satisfaction with life abroad. The researchers conducted a cross-sectional survey involving 589 Chinese international students studying in nine countries, including Canada, the United States, the United Kingdom, Australia, Germany, Japan, South Korea, Singapore, and Malaysia. Using ten validated measurement scales, the study assessed participants' physical activity levels, psychological well-being, study abroad satisfaction, cultural adaptation, social support, emotion regulation, coping strategies, body image satisfaction, and digital social media use. Statistical analyses, including structural equation modeling, were used to examine relationships among these variables. The findings reveal a strong positive association between

physical activity and psychological well-being. Students who engaged in higher levels of physical activity reported better mental health, greater emotional stability, and more positive psychological functioning. The authors explain this relationship using Conservation of Resources Theory and the Broaden-and-Build Theory of Positive Emotions, arguing that physical activity helps individuals build psychological resources such as confidence, emotional resilience, and a sense of control. The study identifies two important pathways through which physical activity contributes to well-being. The first pathway is psychological and social in nature. Physical activity enhances social interaction competence, which improves emotion regulation abilities and encourages positive coping strategies. Together, these factors contribute to stronger psychological well-being. The second pathway involves sociocultural adaptation. Physical activity increases body image satisfaction, which supports cultural adaptation and facilitates the development of

social support networks. These experiences further strengthen mental health and help students feel more connected to their host communities. Another significant finding is that psychological well-being strongly predicts study abroad satisfaction. Students with better mental health reported higher levels of satisfaction with their academic experiences, social relationships, emotional adjustment, and overall sense of belonging. Conversely, lower levels of well-being were associated with more negative perceptions of life abroad. The authors conclude that physical activity is much more than a health behavior; it is a key resource for psychological adaptation and successful cross-cultural adjustment. They recommend that universities develop programs that encourage physical activity while also fostering social interaction, cultural integration, and digital support networks. By promoting these interconnected resources, institutions can improve both the well-being and overall educational experiences of international students studying abroad.

Applied research

Recognizing the Strengths and Resilience of Youth in Nakivale Refugee Settlement, Uganda

Turda, M., et al. (2026). They have so much in themselves: Recognizing the strengths and resilience of youth in Nakivale Refugee Settlement, Uganda. Journal of Human Rights and Social Work. Advance online publication.

This study explores how humanitarian workers in a large refugee settlement in Uganda understand, interpret, and actively contribute to the resilience of refugee youth.



Rather than focusing on refugee youth solely as vulnerable or passive recipients of aid, the study examines how resilience is shaped through everyday interactions between humanitarian workers and young people, emphasizing strengths-based practices, relational support, and narrative framing. The authors aim to shift attention from deficit-oriented perspectives of refugees toward more balanced accounts that highlight agency, capability, and hope. The study is based on qualitative micro-ethnographic fieldwork conducted in Nakivale Refugee Settlement, one of the largest refugee settlements in Africa. Data were collected through in-depth semi-structured interviews with humanitarian workers, a focus group discussion, and participant observation. Participants included social workers, community development officers, psychosocial support staff, and education-related practitioners working directly with refugee youth. A central finding is that

humanitarian workers often engage in three interconnected strategies when working with refugee youth. First, they deconstruct vulnerability-centered identities by challenging the idea that refugee youth are defined primarily by loss or helplessness. Workers emphasize listening to youth's experiences of hardship while also encouraging them to see themselves beyond victimhood. Second, they focus on recognizing and mobilizing existing strengths, including creativity, motivation, perseverance, faith, and social connectedness. Youth are frequently described as resourceful individuals capable of rebuilding their lives despite significant adversity. Third, humanitarian workers construct affirmative narratives that foster hope, often using success stories, humor, and culturally sensitive communication to encourage optimism and future orientation. Importantly, the article also reveals tensions in humanitarian practice. While many workers adopt strengths-based approaches, institutional

cultures and funding structures often continue to emphasize vulnerability, dependency, and need. Some workers unintentionally reproduce paternalistic attitudes, even while attempting to support empowerment. At the same time, refugee youth may strategically use vulnerability narratives to access resources, showing that vulnerability and resilience are not oppositional but coexist in complex ways. The authors conclude that resilience should be understood as a relational and dynamic process shaped by everyday practices of recognition, support, and narrative construction. Humanitarian workers play a crucial role not just as service providers but as "enablers" who help create conditions in which refugee youth can recognize and mobilize their own strengths. The study ultimately calls for humanitarian systems that move beyond deficit-based frameworks and more fully integrate dignity, participation, and strengths-based approaches into policy and practice.

Refugee Access to National Education Systems in Low- and Middle-Income Countries

Pacifico, A., & Diazgranados Ferrans, S. (2026). Refugee access to national education systems: A scoping review of interventions in low- and middle-income countries. *Journal of International Migration and Integration*. Advance online publication.

Pacifico and Diazgranados Ferrans (2026) present a comprehensive scoping review examining interventions designed to improve refugee access to national education systems in low- and middle-income countries (LMICs).



The study responds to a growing global policy priority: integrating refugees into host-country education systems rather than relying on parallel humanitarian schooling structures. Despite widespread endorsement of inclusion in international frameworks, the authors note that evidence on how to effectively achieve equitable access remains fragmented, uneven, and often weak in methodological rigor.

The review synthesizes findings from 82 empirical studies published between 2014 and 2025. Using a structured scoping methodology grounded in the ERICC conceptual framework, the authors analyze evidence across multiple levels—global, national, and local—to identify both barriers and enabling conditions for refugee inclusion in education systems. The review also categorizes interventions based on their purpose, ranging from descriptive studies of barriers to more limited evidence on implementation, evaluation, and scaling of solutions.

A central finding is that

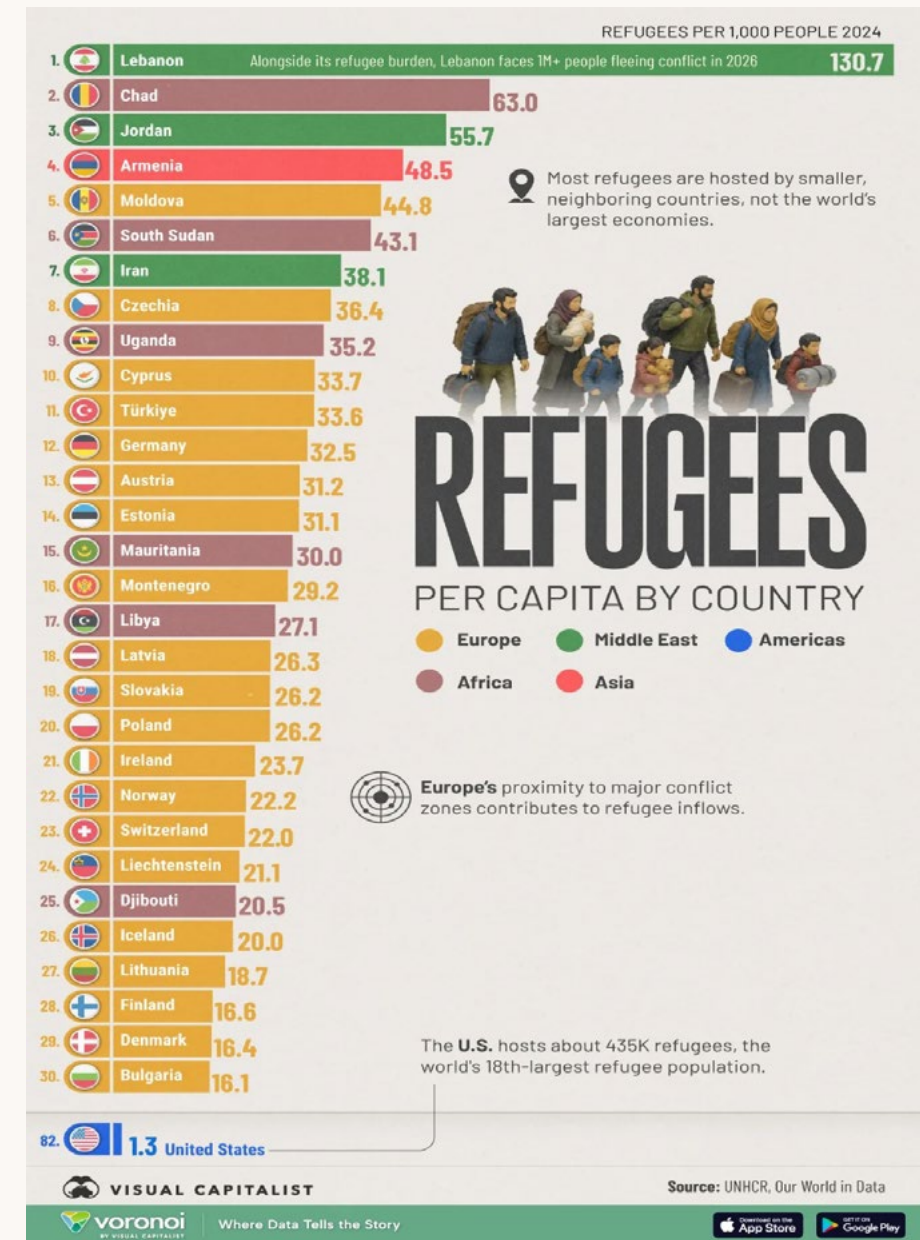
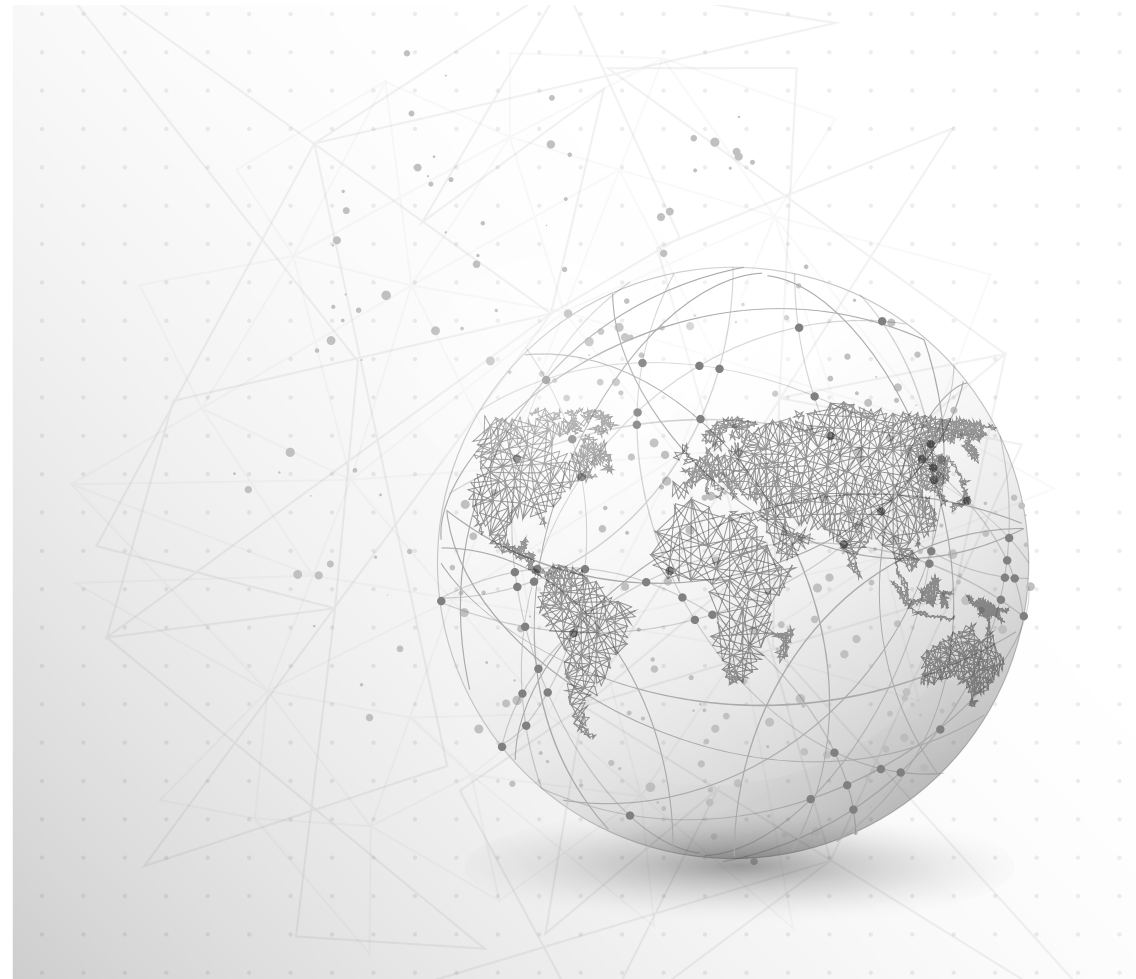
refugee access to education is heavily shaped by system-level constraints rather than individual learner characteristics alone. Across contexts, four enabling conditions consistently emerge as critical: political will, predictable financing, coherent governance structures, and functional coordination mechanisms among governments, donors, and implementing agencies. Where these conditions are weak or absent, inclusion efforts tend to remain partial, uneven, or unsustainable. Conversely, fragmented governance arrangements, underfunded education systems, and donor dependency frequently hinder meaningful access.

The authors also identify persistent structural barriers within LMIC education systems. These include limited physical infrastructure, overcrowded classrooms, insufficient numbers of qualified teachers, and weak administrative capacity—challenges that often pre-exist before refugee arrivals. Data limitations further complicate planning and policy

responses, particularly the lack of disaggregated information on refugee enrollment, attendance, and learning outcomes. These gaps reduce governments' ability to design targeted, evidence-based interventions and to monitor equity in access over time.

In terms of interventions, the review highlights several approaches that show promise, though evidence of effectiveness is often limited. Recognition of prior learning and certification systems are identified as low-cost strategies that can improve enrollment by allowing students to enter appropriate grade levels without documentation barriers. The review concludes that while the policy shift toward refugee inclusion in national education systems is significant, its success is highly contingent on enabling political and institutional conditions that are not consistently present across LMICs. The authors argue that future research must move beyond documenting barriers and focus more on evaluating, refining, and scaling interventions.

3 The future in numbers

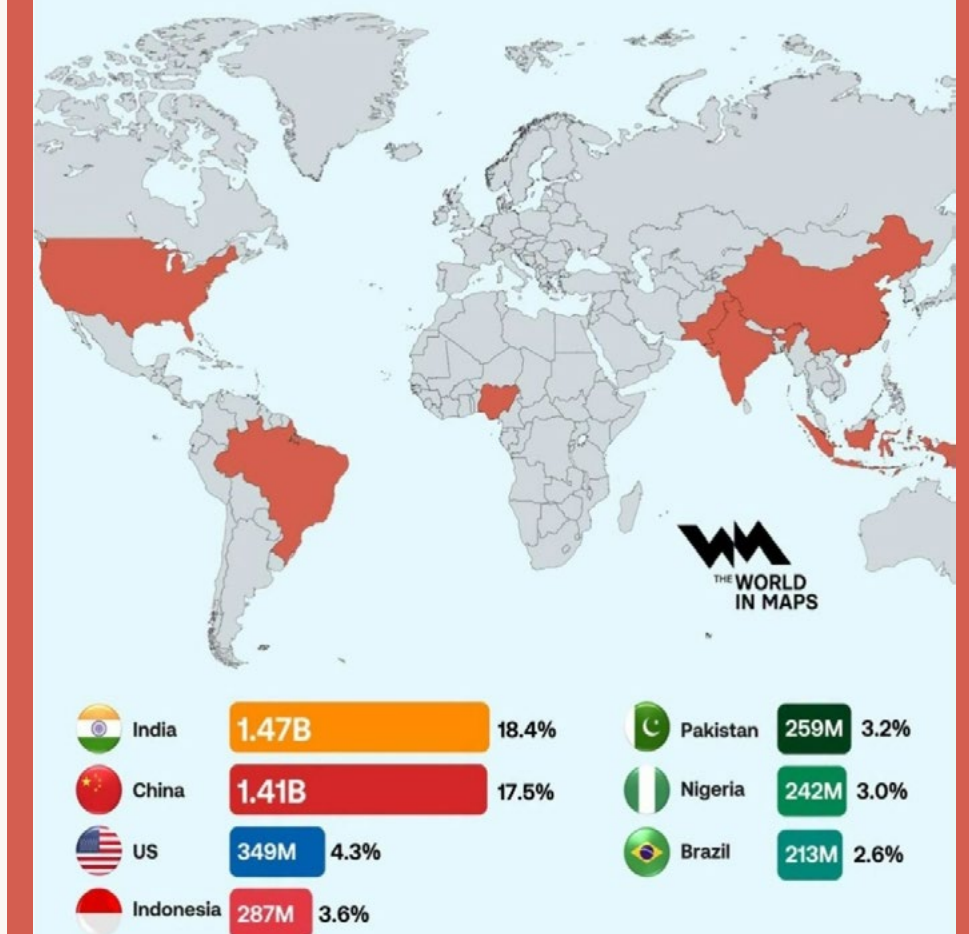


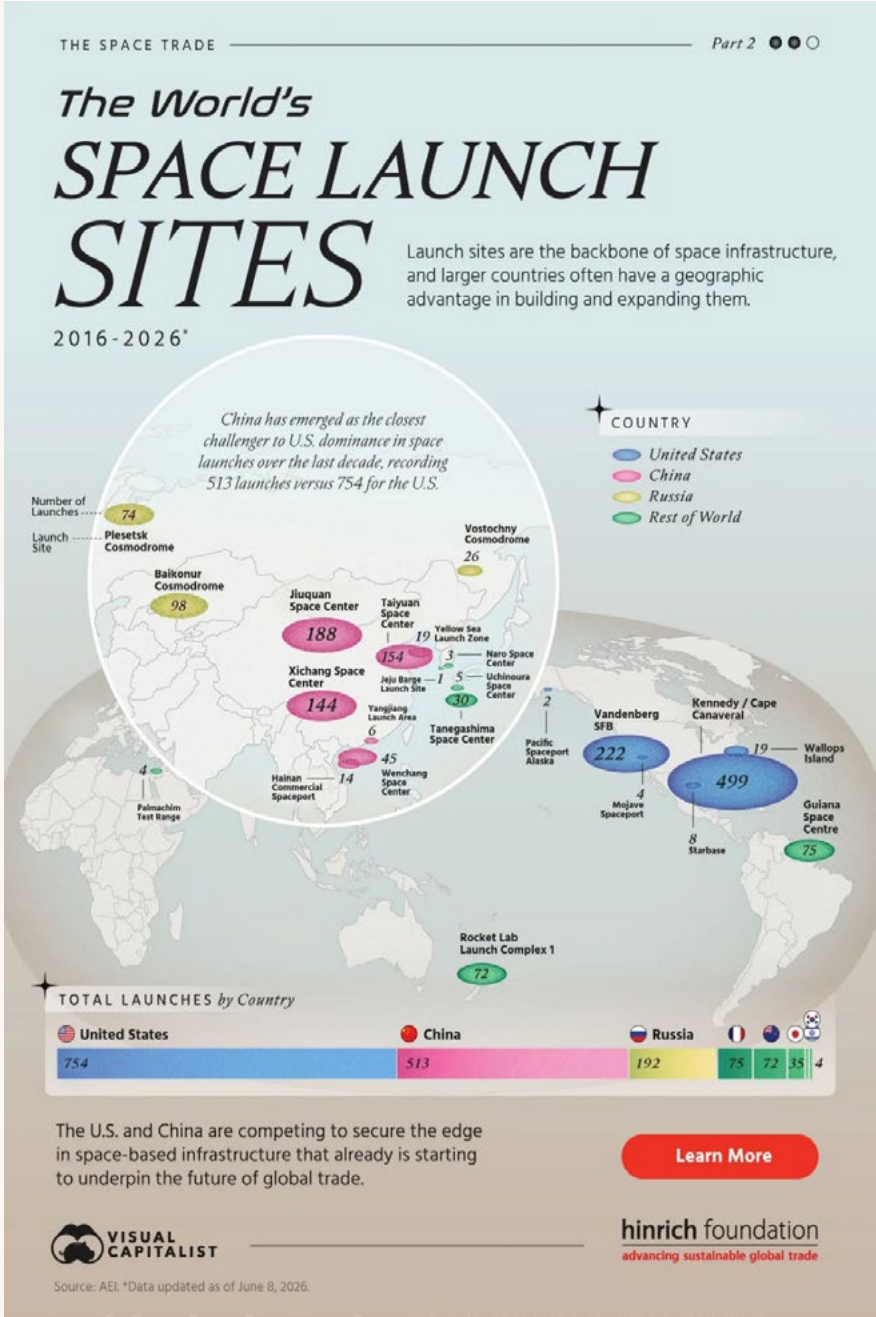
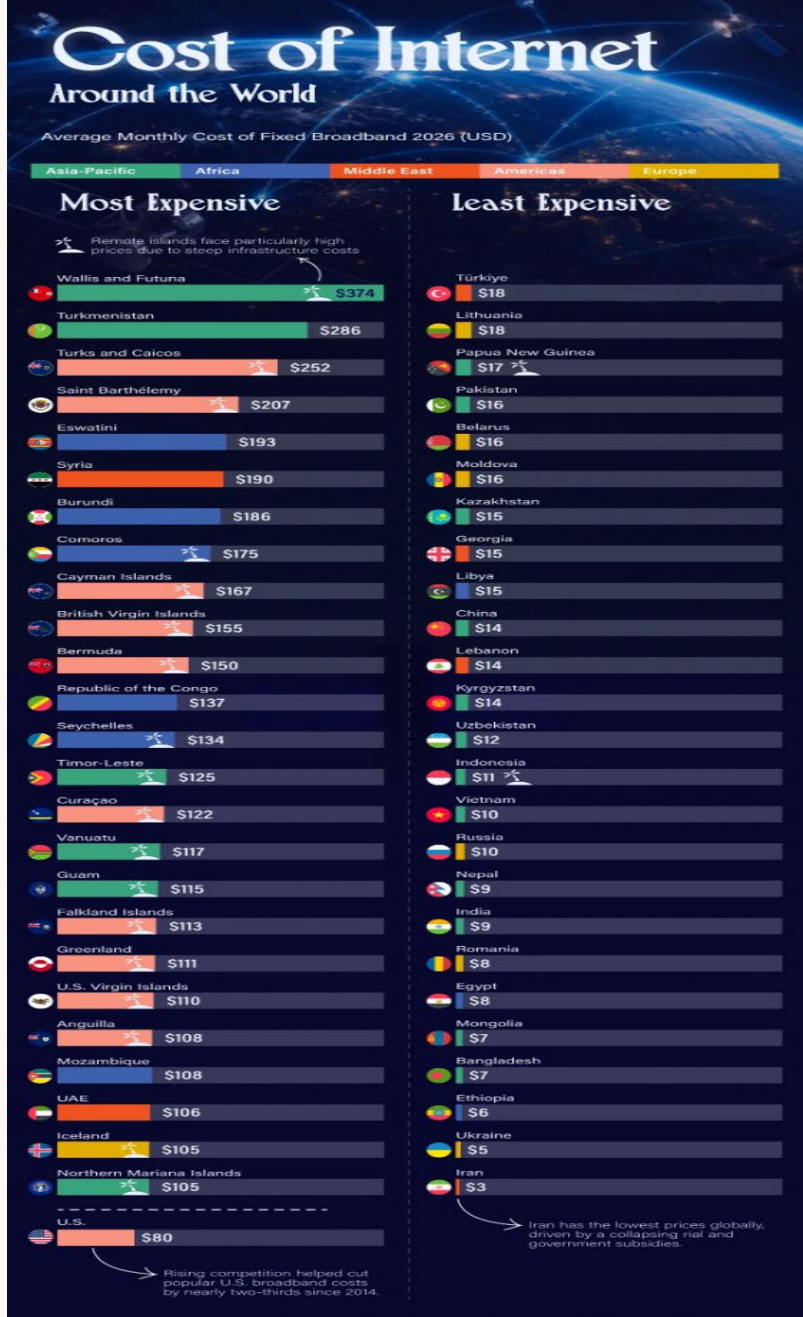


Countries with a lower GDP than Alberta, Canada



More than half the world lives in just 7 countries

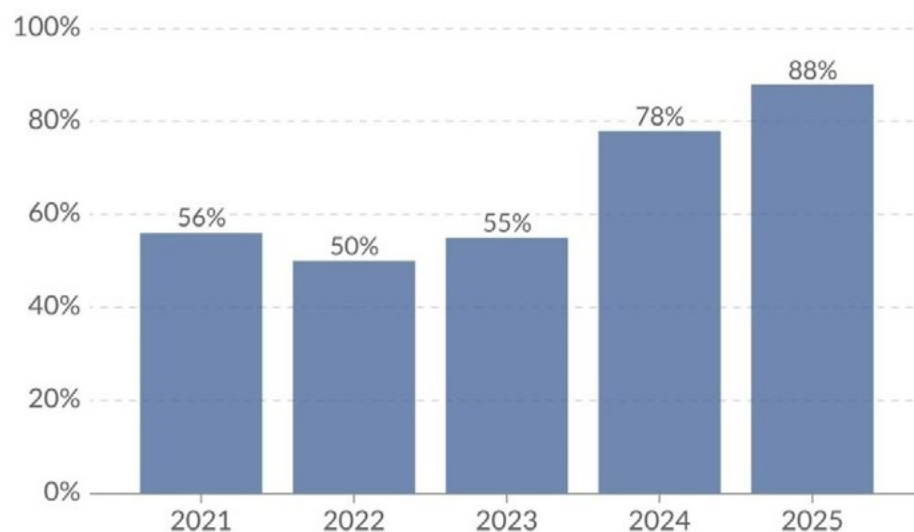




Share of companies that report using AI in at least one business function

Our World
in Data

"Use" covers a wide range, from a few employees experimenting with AI to it being fully scaled across the organization. Only 7% of companies report having fully scaled AI. Data is for all geographies surveyed.



Note: Companies represent a range of industries, sizes, functional specialties, and tenures. To adjust for differences in response rates, the data are weighted by the contribution of each respondent's nation to global GDP.

Data source: McKinsey & Company via AI Index Report (2026)

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