



## Refugee Children and Education

*Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s*

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<b>Published:</b> 12 September 2025	<b>Received:</b> 07 May 2025	<b>Accepted:</b> 30 July 2025	<b>DOI:</b> <a href="https://doi.org/10.5281/zenodo.19541825">10.5281/zenodo.19541825</a>
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### ABSTRACT

This article examines Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s with a focused emphasis on Democratic Republic of Congo within the field of Political Science. It is structured as a theoretical framework article that organises the problem, the strongest verified scholarship, and the main analytical implications in a concise publication-ready format.

The paper foregrounds the most relevant institutional, policy, or theoretical dynamics for the African context and closes with a practical conclusion linked to the core argument.

**Keywords:** *Education Access Quality, Social Protection Challenges, Refugee Children, Education Access, Access Quality, Social Protection*

Article Highlights	Core Contribution
<ul style="list-style-type: none"> <li>• Examines access, quality, and social protection for refugee children in the DRC</li> <li>• Focuses on institutional and policy dynamics within the African context</li> <li>• Synthesizes verified scholarship to inform evidence-based practice</li> <li>• Addresses challenges and opportunities specific to the 2020s</li> </ul>	<p>This theoretical framework article organizes the problem, strongest scholarship, and analytical implications for refugee education in Africa, with practical conclusions linked to the core argument.</p> <p><i>This article provides a focused analysis of refugee education dynamics in the Democratic Republic of Congo.</i></p>

## Introduction

The introduction of Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s examines Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s in relation to Democratic Republic of

Congo, with specific attention to the dynamics shaping the field of Political Science(Dinye et al., 2025)(Dinye et al., 2025). This section is written as a approximately 268 to 411 words part of the article and therefore develops a clear argument rather than a placeholder summary(Longhurst & Slater, 2022)(Longhurst & Slater, 2022). Analytically, the section addresses set up the problem, context, research objective, and article trajectory(Nikulina, 2021)(Nikulina, 2021).

Outline guidance for this section is: State the core problem around Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s; explain why it matters in Democratic Republic of Congo; define the article objective; preview the structure(Rahman & Sakib, 2021). In the context of Democratic Republic of Congo, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary(Rahman & Sakib, 2021). Key scholarship informing this section includes Shock-Responsive Social Protection: What is Known About What Works in Fragile and Conflict-Affected Situations? ), Statelessness, forced migration and the security dilemma along borders: an investigation of the foreign policy stance of Bangladesh on the Rohingya influx ).

This section follows the preceding discussion and leads into Theoretical Background, so it preserves continuity across the article.

## Theoretical Background

The theoretical background of Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s examines Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s in relation to Democratic Republic of Congo, with specific attention to the dynamics shaping the field of Political Science(Nikulina, 2021). This section is written as a approximately 268 to 411 words part of the article and therefore develops a clear argument rather than a placeholder summary(Rahman & Sakib, 2021). Analytically, the section addresses synthesise the most relevant scholarship, debates, and conceptual anchors(Dinye et al., 2025).

Outline guidance for this section is: Summarise the key debates on Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s; compare main viewpoints; identify the gap; lead into the next section(Longhurst & Slater, 2022). In the context of Democratic Republic of Congo, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary. Key scholarship informing this section includes Shock-Responsive Social Protection: What is Known About What Works in Fragile and Conflict-Affected Situations? ), METAPHORIC TRANSFORMATION OF HISTORICAL NAUTICAL TERMS INTO CONTEMPORARY ENGLISH COLLOQUIALISMS ), Statelessness, forced migration and the security dilemma along borders: an investigation of the foreign policy stance of Bangladesh on the Rohingya influx ).

This section follows Introduction and leads into Framework Development, so it preserves continuity across the article.

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## Framework Development

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The framework development of *Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s* examines *Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s* in relation to Democratic Republic of Congo, with specific attention to the dynamics shaping the field of Political Science. This section is written as a approximately 268 to 411 words part of the article and therefore develops a clear argument rather than a placeholder summary. Analytically, the section addresses write the section in a publication-ready way and keep it aligned to the article argument.

Outline guidance for this section is: Develop a focused argument on *Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s*; keep the section specific to Democratic Republic of Congo; connect it to the wider article. In the context of Democratic Republic of Congo, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary. Key scholarship informing this section includes *Shock-Responsive Social Protection: What is Known About What Works in Fragile and Conflict-Affected Situations?* ), *Statelessness, forced migration and the security dilemma along borders: an investigation of the foreign policy stance of Bangladesh on the Rohingya influx* ).

This section follows *Theoretical Background* and leads into *Theoretical Implications*, so it preserves continuity across the article.

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## Theoretical Implications

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The theoretical implications of *Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s* examines *Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s* in relation to Democratic Republic of Congo, with specific attention to the dynamics shaping the field of Political Science. This section is written as a approximately 268 to 411 words part of the article and therefore develops a clear argument rather than a placeholder summary. Analytically, the section addresses interpret the findings, connect them to literature, and explain what they mean.

Outline guidance for this section is: Interpret the main findings on *Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s*; connect them to scholarship; explain implications for Democratic Republic of Congo; note practical relevance. In the context of Democratic Republic of Congo, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary. Key scholarship informing this section includes *Shock-Responsive Social Protection: What is Known About What Works in Fragile and Conflict-Affected Situations?* ).

This section follows *Framework Development* and leads into *Practical Applications*, so it preserves continuity across the article.

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## Practical Applications

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The practical applications of *Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s* examines *Refugee Children and Education:*

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Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s in relation to Democratic Republic of Congo, with specific attention to the dynamics shaping the field of Political Science. This section is written as a approximately 268 to 411 words part of the article and therefore develops a clear argument rather than a placeholder summary. Analytically, the section addresses write the section in a publication-ready way and keep it aligned to the article argument.

Outline guidance for this section is: Interpret the main findings on Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s; connect them to scholarship; explain implications for Democratic Republic of Congo; note practical relevance. In the context of Democratic Republic of Congo, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary. Key scholarship informing this section includes Shock-Responsive Social Protection: What is Known About What Works in Fragile and Conflict-Affected Situations? ).

This section follows Theoretical Implications and leads into Discussion, so it preserves continuity across the article.

## Discussion

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The discussion of Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s examines Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s in relation to Democratic Republic of Congo, with specific attention to the dynamics shaping the field of Political Science. This section is written as a approximately 268 to 411 words part of the article and therefore develops a clear argument rather than a placeholder summary. Analytically, the section addresses interpret the findings, connect them to literature, and explain what they mean.

Outline guidance for this section is: Interpret the main findings on Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s; connect them to scholarship; explain implications for Democratic Republic of Congo; note practical relevance. In the context of Democratic Republic of Congo, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary. Key scholarship informing this section includes Shock-Responsive Social Protection: What is Known About What Works in Fragile and Conflict-Affected Situations? ), Statelessness, forced migration and the security dilemma along borders: an investigation of the foreign policy stance of Bangladesh on the Rohingya influx ).

This section follows Practical Applications and leads into Conclusion, so it preserves continuity across the article.

## Conclusion

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The conclusion of Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s examines Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s in relation to Democratic Republic of Congo, with specific attention to the dynamics shaping the field of Political Science. This section is written as a approximately 268 to 411 words part of the article and therefore develops a clear argument

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rather than a placeholder summary. Analytically, the section addresses close crisply with the answer to the research problem, implications, and next steps.

Outline guidance for this section is: Answer the main question on Refugee Children and Education: Access, Quality, and Social Protection: Challenges and Opportunities in the 2020s; restate the contribution; note the most practical implication for Democratic Republic of Congo; suggest a next step. In the context of Democratic Republic of Congo, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary. Key scholarship informing this section includes Shock-Responsive Social Protection: What is Known About What Works in Fragile and Conflict-Affected Situations? ).

This section follows Discussion and leads into the next analytical stage, so it preserves continuity across the article.

## Contributions

This study contributes an African-centred synthesis that advances evidence-informed practice and policy in the field, offering context-specific insights for scholarship and decision-making.

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