

PROMISING PRACTICES IN REFUGEE EDUCATION



SYNTHESIS REPORT







ABOUT THIS REPORT

Promising Practices in Refugee Education is a joint initiative of Save the Children, the world's largest independent children's rights organisation, UNHCR, the UN refugee agency, and Pearson, the world's learning company.

Launched in March 2017, the initiative set out to identify, document and promote innovative ways to effectively reach refugee children and young people with quality educational opportunities.

This report synthesises the key findings and lessons learned from across more than twenty projects that were selected as part of the initiative.

Projects have been grouped under one or more of six themes.

-  **Equity**
-  **Access**
-  **Learning**
-  **Wellbeing**
-  **Technology**
-  **System Strengthening**

Those projects and the experience of implementing partners have been used to identify ten recommendations, grouped under three overarching pillars, aimed at improving refugee education policy and practice.

Approaching the immediate crisis with a long-term perspective:

1. Strengthen inclusive national systems
2. Commit to predictable multi-year funding for education programming and research in refugee responses
3. Improve collaboration and develop innovative partnerships

Understanding different contexts and meeting distinct needs

4. Adopt user-centred design and empowering approaches
5. Establish diverse pathways that meet distinct needs
6. Use space and infrastructure creatively

Improving outcomes for all

7. Support teachers to help ensure quality
8. Prioritise both learning and well-being
9. Use technology as an enabling tool in pursuit of education outcomes
10. Build a robust evidence base

Cover Image: A Sudanese refugee boy smiles broadly at a gym class at the St. Andrew's Refugee Services centre in Cairo, Egypt.
© Scott Nelson/UNHCR



FOREWORD

Migration and displacement dominate our news media, and for good reason: the world is witnessing the highest levels of human displacement on record. An unprecedented 65.3 million people around the world have been forced from their homes. Among them are nearly 21.3 million refugees: people who have fled their country seeking protection from violence or persecution. And over half of the world's refugees are children.

Refugee children are five times more likely to be out of school than non-refugee children. Just over half have access to primary education, but only 22 per cent have the chance to attend secondary school, and just one per cent attend university. This stands in stark contrast to the priority that refugee children, and their parents, put on education. They see schooling as a source of hope and opportunity, and they are right.

The returns on investing in education are immense and far-reaching. Education gives children a place of safety, and can also reduce early marriage, child labour, and military recruitment by armed groups. It enables refugees to fulfil their potential improving their job prospects, as well as boosting their confidence and self-esteem. It is also central to building peaceful and prosperous communities, either where they seek refuge, or on their return to their country of origin.

But, the barriers to accessing education for refugees remain formidable. All too often, education for refugee children is considered a luxury, a non-essential optional extra after food, water, shelter and medical care. It is the first item to drop off the list when funding is short, which remains a perennial problem. Closing the refugee education funding gap is urgently required, and something that we are all committed to.

However, the identification, testing and replication of new and innovative ways to provide education also have an important part to play, which is the purpose of this initiative and the Synthesis report. We are delighted that so many organisations responded to our call for proposals, and that more than twenty projects were identified, and have now been documented. Those case studies will be an important contribution to global knowledge of good practice, in the field of refugee education. From them, we have identified ten recommendations aimed at improving refugee education policy and practice, which we hope will receive wide support.

We hope our collaboration - which brought together civil society, the private sector and the UN - inspires others to work together to deliver on the promise of education for refugee children.

If we neglect this essential task, we will be failing to nurture peace and prosperity. Education provides the keys to a future, in which refugees can empower themselves and their communities, which ultimately benefits us all.



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Photo: Day Klui Paw*, 10 years old, in her classroom at Mae La Camp, Mae Sot, Thailand. She loves going to school because she can find all the teachers and friends she loves in one place. © Egan Hwan/Save the Children

INTRODUCTION

The refugee education crisis

The world is witnessing the highest levels of human displacement on record. An unprecedented 65.3 million people around the world have been forced from their homes. Among them are over 21 million refugees: people who have fled their country seeking protection from violence or persecution. Over half of the world's refugees are under the age of 18.

Unfortunately, the majority of refugee children experience the double jeopardy of losing both their homes and their education. On average, refugee children are five times less likely to attend school than other children. Indeed, only 50% of refugee children are in primary school, 22% in secondary school and only 1% enter tertiary education streams. Girls and children with disabilities are even more likely to be out of school. Where refugee children and young people can access education, the quality is often poor, putting their learning and well-being at risk.

The failure to provide education to the growing number of refugee children must be addressed urgently. Quality education is a human right. It is also one of the most important investments a country can make in individuals, communities and the economy — making it a social and economic imperative. During displacement, the need for education, for safe, nurturing environments, for hope for the future and a path to rebuild, is even more critical.

There is growing recognition of, and support for, providing education services to refugees. During 2016, education in humanitarian situations in general and for refugees in particular, became the focus of the Supporting Syria and the Region Conference, the World Humanitarian Summit, the UN General Assembly and the Leaders' Summit. Education for refugees was also a principal driver of the establishment of Education Cannot Wait, a global fund for education in emergencies.

Whilst the challenges of providing education to the world's refugee children are contextual, multiple and varied, with sustained attention, sufficient political will, and a commitment to creativity and innovation, they can, and must, be overcome.



INNOVATION IN EDUCATION FOR REFUGEES

Catalysing solutions for refugee education at scale requires increased resource and political will, but also new and improved ways of providing educational services. While innovative practices in refugee education exist, they are often not well known or understood outside of their context.

Through the Promising Practices in Refugee Education initiative (PPIRE), Save the Children, UNHCR and Pearson set out to increase awareness of the important work happening in the sector; demonstrate the diverse ways in which organisations and individuals are responding to the challenge of providing quality education for refugees; enhance understanding of what works both in individual projects and across them; and use the experiences and insights gained to inform policy and practice.

The initiative also shines a light on the demand for education from refugee children themselves, along with the inspiring lengths to which refugee communities are prepared to go to ensure that their children can in fact continue to learn.

Organisations working in refugee settings across the globe, from small grass roots groups to large INGOs, were invited to apply to participate in the promising practices initiative. Applications focused on the key themes of access, quality, well-being, equity, technology and system strengthening. The vast number of submissions highlights the range of innovative work happening across the globe.¹

A competitive selection process led to 20 promising practices being documented as case studies. They were selected following an assessment of all the proposals received against the following criteria:

- Relevance
- Innovation
- Impact (including reach, lift, catalytic effect and monitoring and evaluation)
- Participation and partnership orientation
- Sustainability (including efficiency and cost-effectiveness, sustainability, scalability and replicability)
- Lessons Learned

The case studies cover a wide geography, different age ranges and come from a variety of different types of organisations, working on different issues using a wide range of programmatic approaches. In short there is a wealth of fascinating education programming for refugees covered.

Brief summaries of all the case studies are available in the Annex to this report and detailed case studies are available on the initiative website.

Documentation for learning, replication and scale up

According to the World Bank, 'a case study is not just another "story" but an important method of applied and empirical research. Case studies can provide a clearer understanding of the sequence of events and balance the perspectives of key actors, helping us untangle cause and effect.'

Documenting good practice creates a record of what actions took place, when, and how they led to a positive outcome and can contribute to the process of learning within a group, organisation, geographical area or sector.

The principal goal of the Promising Practices in Refugee Education initiative was to contribute to that learning process and ultimately to closing the refugee education gap.

Photo: Ibrahim Hassan Ahmed, 14, is enrolled in Save the Children's Alternative Basic Education programme (ABE) for Somali refugees in Heleweyn camp, Dollo Ado Ethiopia. © Jonathan Hyams/Save the Children

¹ The promising practices initiative focused on education initiatives for children and young people up to the age of 18, but recognizes the importance of the innovative work happening at the tertiary level. Further case studies will be produced on this issue, and a blog by Allison Anderson can be found at www.promisingpractices.online

CASE STUDY OVERVIEW

TURKEY

Organisation: Mercy Corps

Intervention: LEARN



SERBIA

Organisation: Save the Children

Intervention: Program on the Move



OCCUPIED PALESTINIAN TERRITORIES

Organisation: Caritas Switzerland

Intervention: Essence of Learning



SOUTH SUDAN AND EGYPT

Organisation: Save the Children

Intervention: Learning and Well-being in Emergencies



CHAD

Organisation: i-ACT

Intervention: Little Ripples



KENYA

Organisation: Teachers College, Columbia University

Intervention: Teachers for Teachers



Organisation: Windle Trust Kenya

Intervention: Two Schools in One



Organisation: World University Service of Canada

Intervention: Remedial Education Program



BURUNDI

Organisation: Libraries Without Borders

Intervention: Ideas Box



LEBANON

Organisation: International Rescue Committee
Intervention: Evidence for Action (3EA)



Organisation: Norwegian Refugee Council
Intervention: Non-formal education programming



SYRIA

Organisation: UNRWA
Intervention: Education in Emergencies Programme



MYANMAR

Organisation: Children on the Edge
Intervention: Standing in the gap



JORDAN

Organisation: Relief International
Intervention: Social Innovation Labs



Organisation: War Child UK
Intervention: Time to be a Child



JORDAN AND ETHIOPIA

Organisation: We Love Reading
Intervention: We Love Reading



DR CONGO, KENYA, SOUTH SUDAN, TANZANIA

Organisation: The Vodafone Foundation
Intervention: Instant Network Schools



FINDINGS AND RECOMMENDATIONS

APPROACHING THE IMMEDIATE CRISIS WITH A LONG-TERM PERSPECTIVE

The refugee education crisis demonstrates an urgent need to bridge the gap between humanitarian response and broader development strategies.

Recommendation 1. Strengthen inclusive national systems

Given the scale and protracted nature of refugee crises, it is widely recognised that integrating refugee children and young people into national systems is the most effective means of ensuring relevant, quality education opportunities for refugees. This is the most sustainable way of providing for the educational needs of refugees and of ensuring that the education refugees receive is recognised.

It is vital therefore, that host country governments have refugee inclusive policies and practices, so that children can access and thrive in the formal system where possible, and if not, can access and thrive in accredited non-formal education. However, over 89% of the world's refugees live in low- and middle-income countries whose education systems already struggle to meet the needs of the most marginalised. At the same time, more than half of the world's refugee population live in urban areas side by side with members of the communities which host them, often in the poorest and most deprived parts of the world's cities. This reality points to the importance of reforms which enable refugee children to access and succeed in the local education system at the same time as underlying the vital importance of improving that system for the community. It has been common practice since the beginning of UNRWA's education system that UNRWA schools use the curriculum of each host country. This ensures that UNRWA students can continue their education at government secondary schools and universities and sit for national examinations.

Integrating refugees into the national education system: the case of Chad

The Government of Chad's transition initiative is illustrative of the important work that can be done to develop inclusive relevant educational opportunities. In Chad, refugee students from the Central African Republic (CAR) follow the Chadian curriculum, however Sudanese refugees have followed the Sudanese curriculum since their arrival in 2003, in a parallel approach. While at the onset of the crisis, there was an assumption that refugees would soon return to Darfur, nearly 15 years later the parallel system was no longer deemed appropriate. In the long run, a parallel system does not promote quality education for children, as teachers are not able to obtain qualifications, schools are not properly monitored, and children cannot access recognized examinations that would allow them to continue with their studies in the host country. In the new strategy, the Government of Chad are working closely with UNHCR, UNICEF and UNESCO to transition Sudanese children into an integrated national education system. This has involved innovative needs assessments, curriculum transition workshops, teacher training schemes, collaboration and

planning, and sensitization campaigns. In 2014, refugees were included in the national education sector plan, funded by the Global Partnership for Education.

The role of non-formal programmes in supporting the refugee integration

Several of the PPIRE case studies also illustrate the important ways in which non-governmental organisations (NGOs) and civil society organisations (CSOs) can play a critical role in supporting inclusive national systems by providing non-formal education programmes that meet the needs and gaps not met by the government system. Many of the case studies illustrate the critical role that NGOs can play in providing accelerated education, psycho-social support, language classes and remedial education to ensure that children are better prepared to engage in the national system – services that host country governments may not be in a position to provide. These efforts are particularly effective when done with the support and recognition of national governments. For example, the Norwegian Refugee Council's (NRC) non-formal education programming in Lebanon, aimed to meet Syrian children's immediate education needs while also supporting their access to the formal education system through a three-phased approach. NRC built a strong relationship with the Lebanese Ministry of Education and Higher Education to design the programme and went on to be one of the seven elected members of the NGO sub-committee, representing the NGO community to the Programme Management Unit within the Ministry of Education and Higher Education. In Egypt, Save the Children has been working closely with government counterparts to integrate the Learning and Well-Being in Emergencies initiative tools and lessons learned into their remedial education curriculum and rolling out a national training of teacher trainers scheme. Learning and Well-Being in Emergencies is an approach to education in emergencies programming that focuses not only on literacy but on the issues impacting children's capacity to learn. It is currently being piloted in Cairo, Egypt and Doro Camp, Maban, South Sudan. Uptake by the government and scale up will contribute to the longer-term sustainability of the approach.

When Ministry-approved education is not available, NGOs can also play a critical role in providing 'stop gap' education while supporting advocacy efforts to open up services – this is the approach taken by Children on the Edge to support education for Rohingya refugee children on the Myanmar- Bangladesh border. Standing in the gap delivers low profile and community driven education to support refugee children with no access to services. Recognising the complex dynamics of the area, the pressure on all actors involved and the limits on resources, Children on the Edge established, 45 small classrooms, dispersed throughout the camp, with basic learning materials. Classrooms were built out of mud either within or alongside existing dwellings to keep a low-profile. 45 Rohingya refugees from the camps were trained as teachers, through a 'train the trainer' system. While providing these services, Children on the Edge work with local partners and the community to advocate to UN agencies and government officials to take over service provision.

PERSONAL IMPACT STORY

Flying dragons and breathing on Mars, the dream of a Syrian refugee girl Norwegian Refugee Council's Non-Formal Education in Emergencies in Lebanon



Photo: Amira and her children in the NRC learning centre. © NRC

"I have one question that my mom can't answer," says Linda* with a curious smile. "Has anyone ever tried breathing on Mars and didn't succeed? And why haven't they found a way to live on Mars?", she asks. Linda, 10, is eagerly waiting to hear the answer as she says that she wants to become a scientist when she grows up. "She is always so curious about everything and her questions never end," says Amira*, Linda's mother.

A year ago, Amira and her family were forced to flee to Lebanon after moving several times within Syria to find safety. Their first period in Lebanon was difficult and her young daughters were often bothered and stressed. Amira was worried about her daughters being deprived of education until she got in touch with the Norwegian Refugee Council (NRC). "I had taken my children out to a nearby park when I saw the sign at the community centre in Saadnayel and went in to ask about the summer education programme. They immediately enrolled my daughters Linda and Vanessa, and although classes had already started they began the next day."

Linda and her 7-year-old younger sister, Vanessa, are two of around 1,750 children who attended non-formal education programmes for out-of-school children through the NRC in 2016. Specifically, the NRC's Basic Literacy and Numeracy programme provides out-of-school children with viable pathways and prepares them for government-led formal school. "The classes at NRC centre were very good and gave them a safe space to be children. I saw how they changed, becoming happier every day. They made new friends and were having fun for the first time in a long time. Every morning they were excited to go to school where they could release all their energy. Also, the load of homework was manageable and we would use YouTube to solve things that were difficult," says Amira.

"We learnt the alphabet by handcrafting letters with cardboard and my letter K handcraft was the best in our class," says an excited Vanessa. "I loved my teachers at NRC's centre. Everyone treated me good and no one was mean to me," Linda says. "I felt relieved that they started. It was enough to see the happiness in their eyes when they came home or before going to NRC's community centre. It used to make me so happy, they enjoyed education. Vanessa used to smile every day. She was always happy. I can't explain how that made me feel," says Amira.

The NRC's learning centre at Saadnayel teaches classes in math, French and Arabic to refugee children who are not in school so they can adapt to the Lebanese curriculum once they start in governmental schools. The sisters loved their French and Arabic classes which helped them in their new schools. After finishing the summer classes, they were referred by the NRC to a nearby governmental school in Saadnayel. "In our school today it was difficult making new friends, but my friends from the NRC classes started at the same school. Vanessa is popular and everyone wants to be her friend because she is the top student of her class," says Linda proudly.

Linda and Vanessa dream about Mars and flying dragons. "My sister wants to discover dragons and fly on them," Vanessa whispers. "But I want to help mum when I grow up," she says. "I want to discover everything in the world," Linda adds. The positive energy of this young girl spreads across the room as she talks about her dreams. "Linda is often the leader and all the children in our neighbourhood in Syria used to wait for her to play with them. Vanessa is very caring and always wants to support me," says Amira. "For me it was enough to see the happiness in their eyes when they came home or before going to the NRC's community centre. It used to make me so happy, they enjoyed the classes" says Amira.

"I want to return to my house in Syria, to be independent and have my freedom back," says Amira. "When we left home I never thought we would become refugees. I didn't want to be away for so long. I love Syria. I was happy there and I miss everything about it. It was peaceful and safe. I always tell myself that that there is no war in Syria and we will return soon. At least that is the attitude I need to have to make it through the day. I need to have hope," Amira concludes.

* Children's names have been changed in accordance with child protection best practices.

Recommendation 2. Commit to predictable multi-year funding for education in refugee responses

All of the projects that were selected as part of the promising practices series illustrate the critical importance of multi-year funding for quality education interventions during protracted crises involving refugees.

The majority of refugee education interventions rely on funding from the woefully underfunded humanitarian system.

Of the UN-coordinated humanitarian appeals in 2016, only 60% of requests were met, leaving a 40% shortfall on requests. Further these requests rarely meet the actual needs of people in need of humanitarian assistance as they are aggregates of requests by organisations and not based on comprehensive needs assessments.

To make matters worse education is the poor cousin of this underfunded system. In 2016 education received only 1.9% of humanitarian funding.^a

Where funding is available, the support provided is always short-term, with spending earmarked against projects that reflect donor priorities, which do not always reflect the needs on the ground. At the same time, in most contexts, refugee education receives little or no national education budget allocation, unless a specific refugee education plan is put in place. As a result, education in refugee contexts falls between these funding gaps, making planning and delivery of services on a medium, let alone a long term basis impossible. Short-term funding also does not allow for investments in rigorous research that can lead to meaningful learning about what works to improve refugee education, as well as how, where, for whom, under what conditions and at what cost. While efforts are afoot to start to address this, such as Education Cannot Wait and new mechanisms within the Global Partnership for Education, there is a long way to go.

It is critical that donors commit more and better funding to support the delivery of education through both humanitarian and development mechanisms.

The value of predictable, long-term funding

The NRC's Non-Formal Education programme in Lebanon illustrates the impact that predictable multi-year funding can have. The long-term funding agreements, with more than one donor, ensured flexibility and sustainability, and allowed the focus on quality implementation rather than on reaching artificially imposed targets. They were able to develop the three-phased approach that would meet learners critical and immediate educational needs, while also preparing learners over time to re-enter the formal school system.

Other promising practices illustrate how a lack of funding, exacerbated by its short-term, unpredictable nature has a negative impact on the sustainability of initiatives, even when the projects have proven results. For example, the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) face severe financial constraints, despite providing a critical lifeline to Palestine refugees in Syria in the face of widespread suffering. In the 2015/16 school year, UNRWA schools were nearly unable to open due to lack of funding, and unpredictable financing presents a significant difficulty in terms of planning for future programmatic needs. Stable, multi-year support that extends beyond a two-year timeline would allow UNRWA to consolidate existing achievements, more strongly institutionalise education in emergencies capacity, while also extending their planning horizon. For example, there is an increased need for counsellors in Syria, which is currently met by project funding, but for the provision of psychosocial support to be sustainable, a longer-term solution needs to be developed.

The lack of multi-year funding has a particular impact on the quality and efficacy of interventions. There is a critical need for more research and evidence into what works, where, for whom, under what conditions and at what cost. However, research-practice partnerships such as the Education in Emergencies: Evidence for Action (3EA) partnership between the International Rescue Committee (IRC) and Global TIES for Children at New York University (TIES/NYU) require sustained capacity – multi-year funding is needed to retain talented staff and to allow staff to plan and execute a learning agenda.

If the international community is serious about ensuring quality education opportunities for refugee children, as outlined in Sustainable Development Goal 4 and the New York Declaration, they must invest in research and provide predictable, multi-year funding.



Sounds of the
Animals





Recommendation 3. Improve collaboration and develop innovative partnerships

The barriers to refugee education are complex and efforts to overcome them are significantly under resourced. In the face of these constraints, many of the promising practices that we identified and documented used improved collaboration and innovative partnerships to improve the reach, overall quality and effectiveness of education for refugees.

A key message from all the promising practices we look at is that host country governments, donors, UN agencies, non-governmental organisations, private sector partners and community-based organisations all have an important role to play in meeting the needs of refugee and host community children.

Collaboration to deliver accredited learning opportunities

Effective coordination and strong relationships between agencies and the national Ministry of Education (MoE) in host countries are key to ensuring that children can access accredited learning opportunities – either directly through the formal system, or through recognised pathways. In recent years, the Ministry of Education in Chad has worked extensively with UNHCR, UNICEF and UNESCO, as well as Local Education Groups to facilitate the integration of Sudanese refugees into the national system, and both RET and NRC have worked closely with ministries of education to provide accredited pathways into formal education systems. Several case studies in the pilot stage, recognise the need to work with the ministry in future as a key to ensuring their interventions are recognised and provide learning which is accredited.

Collaboration to deliver coherence and quality

Collaboration amongst agencies can also play an important role in improving technical quality and consistency – helping to avoid duplication, ensuring efficient use of resource and expertise, and helping to harness the power of collective efforts. Exciting innovation is happening in this area. For example, the Teachers in Crisis Context Group, under the guardianship of the Inter-Agency Network for Education in Emergencies (INEE), is made up of 21 organisations with the shared mission of doing more and better to support teachers in crisis settings. They are working together to move the sector away from one-off ineffective training models, to multi-layered and continuous professional development and support. Similarly, the Accelerated Education Working Group, under the guardianship of UNHCR, is focusing on a collective effort to improve the quality and consistency of accelerated education through collective approaches and guiding principles that will shape efforts across the sector. Meanwhile INEE's Conflict Sensitive Education Working Group is playing a vital role in ensuring education interventions overcome the prejudice and discrimination sadly often arising amongst, and between, refugee and host communities.

Collaboration to deliver innovation and new resources

Given the limited resources in the sector, it is more important than ever to explore new partnerships with the private sector that can support efforts to deliver education, helping to maximise resources and expertise.

The Vodafone Foundation's Instant Network Schools partnership with UNHCR is an example of how this can be done. They are working to empower refugee schools with Internet and digital tools to enhance education programmes and achieve greater learning outcomes. The partnership model between the Vodafone Foundation and UNHCR illustrates how the private sector and foundations can collaborate with the public sector to open-up new opportunities through co-designing and implementation of a programme. The Vodafone Foundation views itself as a technology partner leveraging technology expertise to support the delivery of an impactful education programme.

Relief International have also explored partnerships with the private sector for their Social Innovation Labs innovation – where refugee youth build their 21st century life skills while developing practical solutions for social issues with their communities in Za'atari and Azraq camps in Jordan. As freedom of movement is severely restricted, and the right of refugees to work is very limited, Relief International are working with private partners to bring opportunities to the camp environment itself to support the young participants entrepreneurial ideas. In so doing they are also demonstrating to the private sector that refugees are a market and resource.

Collaborate to build the evidence of what works

Partnerships between practitioners and academic institutions can also support the quality of interventions, and help meet the urgent need for better evidence of what works in humanitarian contexts. In February 2016, the IRC and TIES/NYU launched the Education in Emergencies: Evidence for Action (3EA) research-practice partnership, with the goal of expanding our knowledge of what works to achieve academic and social-emotional learning outcomes for refugee children, as well as where, for whom, how and under what conditions.

Teachers for Teachers, the promising practice delivering robust professional development opportunities made up of training, coaching and mentoring, to teachers in Kakuma Refugee Camp in Kenya, is the product of a powerful partnership between Teachers College, Columbia University and UNHCR. We Love Reading has partnered with Yale University, the University of Chicago and Brown University to explore the impact of the programme on quality and service.

UNDERSTANDING DIFFERENT CONTEXTS AND MEETING DISTINCT NEEDS

The countries from which refugees flee differ widely as do the countries in which they seek asylum. Refugees arrive with different educational experiences and needs, all of which require distinct responses.

Despite this variety of context and requirements, there were some universal learnings from all the promising practices, including the importance of putting refugees and their needs at the centre of programme design and delivery; a recognition of the need to be create flexible pathways to accredited learning; and the challenge for existing education systems, including their infrastructure, in absorbing large numbers of new learners.

Recommendation 4. Adopt user-centred design and empowering approaches

All of the projects that have been documented clearly illustrate that interventions are more effective when designed with refugee children, teachers and communities. They are more likely to meet their needs, to be relevant and empowering to the participants, and to be more sustainable in the long run. Although much has been written about the importance of participatory approaches to humanitarian response, the rush to provide services and deliver programmes, combined with a perceived lack of expertise at the local level, mean that participation of those affected is sadly often not prioritised or carried out in a meaningful way.

Ultimately, communities understand their needs better than external actors that are often providing the intervention. It is critical to build in time and space to learn about the local setting and to conduct needs assessments that ensure any objectives and interventions are meaningful.

The user-centered design approach adopted for Mercy Corps' LEARN intervention – which provides non-formal education to adolescent girls and boys in Gaziantep in Turkey – made sure the programme would meet the needs of the hardest to reach out-of-school children. They were able to design the programme to meet the students where 'they were at' in terms of schedule, time, location and content, and so provide non-formal education to child laborers and young mothers who were falling through the gaps.

The Teachers for Teachers model designed by Teachers College, Columbia University in collaboration with partners in Kakuma Refugee Camp Kenya, has also been designed around the principle that, despite the lack of training and support, refugee teachers bring immense knowledge and experiences that need to be integrated into all elements of the teacher professional development initiative, and as such must be involved in all elements of design and planning. This led to the development of the integrated model, using in-person teacher training, peer coaching, and mobile mentoring to foster local and global communities of practice among teachers in the camp.

If the needs are better understood, the interventions are more likely to be designed in a way that is meaningful, but also empowering to participants. For example, Relief International prioritised user-centred design with their promising practice in Za'atari and Azraq camps in Jordan. The Social Innovation Lab (SIL) is a unique programme of creative hang-out spaces for young people aged 14-18 years that enables them to propose and implement solutions to address the social issues that their communities face in the refugee camps. Youth and parents were consulted at every stage of the programme. The approach motivates the youth involved to take responsibility in their community and to take on leadership roles, while also developing relevant skills. Another example is Libraries Without Borders' Ideas Box – a compact virtual and physical library requires the involvement of the local community, creating a sense of ownership and empowerment. Focus groups and discussions are held with the future users and community leaders, and the box is customised to its environment and community of users. The contents and activities are then selected and designed to respond to specific needs of the community.

Ensuring communities feel ownership of interventions also plays an important role in supporting the sustainability of refugee education initiatives. The participatory approach used by both the iACT Little Ripples initiative and Children on the Edge have created a model whereby the presence of international actors on the ground is limited and instead, the refugee community lead the day-to-day running of the programme. The iACT initiative, which empowers refugees to lead a preschool programme in Chad refugee camps that have very little Early Childhood Development (ECD) provision, has ensured that their solution is culturally-relevant, fosters ownership from the outset, and enables the programme to be more replicable and sustainable. Indeed, the participants have been able to scale up the programme in their camps without the presence of iACT or other organisations. Similarly, We Love Reading in Jordan is an effective and sustainable model because it is managed and owned by local volunteers who are part of the community and know when and where to read to children. Adult volunteers increase their own educational level and professional skills as their reading proficiency improves. They became leaders in their communities and find hope and agency in their roles. In an innovative approach the We Love Reading programme can be licensed to any organisation to implement within their geographical location.

Photo: iACT's initiative in Chad, empowers refugees to lead a preschool programme in refugee camps. This ensures the intervention is culturally relevant, fosters ownership and enables the programme to be more sustainable. © iACT

Little Ripples



Recommendation 5. Establish diverse pathways that meet distinct needs

The case studies, within this initiative, also illustrate that providing a school space is simply not enough to ensure that refugee children can thrive in the formal system. Children who have experienced the impact of displacement may need additional assistance such as language support, remedial education and curriculum catch up, psychosocial support, and life skills pertinent to their new environment. With high numbers of children and young people having missed out on schooling, accelerated and flexible forms of education are particularly important to provide a viable pathway towards formal learning opportunities. Given the circumstances refugees find themselves in, language and psychosocial support are also often vital ingredients for successful inclusion of refugee learners in national education systems.

Many displaced children have been out of school for extended periods of time. As such, they may not be ready to enter the national system at the appropriate level and may require catch up classes and bridging programmes to ensure that they can succeed when they do enter the formal system in their host country. This is needed particularly if they will be learning in a new language, or using a new and unfamiliar curriculum or experiencing a different classroom environment. In such contexts, accredited non-formal education programmes are ideal for helping prepare students to enter the formal system. A large number of donor agencies, NGOs and governments have set up accelerated education programmes to deliver condensed versions of national curricula designed to prepare students to start school at the right level. As there is a wide variety of such programmes, of differing quality and effectiveness and with no existing standard, the Accelerated Education Working Group has come together to improve the quality and effectiveness of these interventions across the sector. Both RET and the NRC have developed interventions that can give children, who have been out of school for extended periods, clear and supported pathways into the formal system, while addressing the needs and vulnerabilities that may make these children more likely to stay out of school. For example, NRC provided non-formal education (NFE) programming to Syrian refugee and host community children over a four-year period, that helped to provide a sense of normalcy, protection and self-reliance, at the same time as creating a pathway for their learners to certified formal education.

Diverse pathways are particularly important to ensuring that we reach the hardest to reach children with education. For example, through their promising practice in Gaziantep, Turkey, MercyCorps designed the LEARN programme in a way that would reach out of school youth, including young mothers and child labourers 'where they are at' in terms of their schedules, their location and their isolation.

Another example is The World University Service of Canada's (WUSC) promising practice which is designed to provide greater support to vulnerable girls, through remedial education. The project aims to improve the girls' learning outcomes, reduce dropout rates, and increase the likelihood of the girls transitioning to secondary school. Without these types of programmes, the chances of children missing out on their education entirely increase significantly. Again, both interventions illustrate the importance of truly understanding the needs of the affected children and working closely with the learners and their communities.

Similarly, Save the Children Serbia are working to ensure that children on the move, often seen as the hardest to reach due to being in transit, can still have access to relevant education opportunities. Programme on the Move and its innovative toolkit, Boxes of Wonder, provide an excellent framework for development and implementation of psychosocial support (PSS) and non-formal educational activities to refugee and migrant children in transit through Europe. This work illustrates that learning should not be "postponed" until the child reaches their permanent place of residence.

Many of the promising practices documented are also working to support child well-being to ensure that children can succeed in national systems in the face of great adversity. Caritas Switzerland, for example, links pedagogical and psychosocial components to foster children's resilience and enhance their ability to learn. They recognise that children living in a hostile environment, who have undergone toxic stress, need support in overcoming their learning barriers. Their Essence of Learning programme provides psychosocial support with accelerated learning, allowing children to catch up and re-enter the national education systems. In 2016-2017, the IRC delivered non-formal retention-focused tutoring support, also known as remedial programming, to 6,400 children enrolled in public schools in Lebanon and Niger, using its Learning in a Healing Classroom (LIHC) program. LIHC is an evidence-based approach to providing reading and math courses in safe and supportive learning environments while also embedding targeted social-emotional learning (SEL) interventions into the curriculum. The IRC and TIES/NYU are conducting research to analyse whether and how non-formal tutoring support programmes infused with SEL can bolster refugee children's ability to succeed in formal education systems by improving their academic and social-emotional learning outcomes.

The case studies therefore illustrate the importance of non-formal learning opportunities for refugee children to catch-up, learn and thrive in host country formal education systems. It is important that governments remove barriers and allow NGOs to implement this type of complementary programming, and that donors invest.

PERSONAL IMPACT STORY

Changing lives with non-formal, accelerated learning opportunities

Mercy Corps, Learning and Empowerment for Adolescents in their Neighbourhoods (LEARN), Turkey

Doaa, an 18-year-old Syrian refugee living in Gaziantep, learned about the programme from her mother-in-law, who had a chance meeting with a Mercy Corps facilitator in their apartment elevator. The facilitator was registering out-of-school participants who were interested in learning from home.

"I liked the idea and I was keen to get registered with my sister-in-law," she says. Doaa had once hoped to become a doctor in Syria, but the war cut her dreams and her studies short. By age 15, she was forced to drop out of school, flee to Turkey, and marry. When she enrolled in LEARN at age 18, she was raising a son in Gaziantep and pregnant with her second child. Barriers like early marriage, financial constraints, security concerns, and linguistic and cultural barriers prevent Doaa and hundreds of thousands of other refugees from returning to school.

The LEARN programme meets these participants half way by providing tablet computers so that they can access educational material from home, paired with individual and group instruction sessions in their immediate neighbourhoods. "It's a useful programme for out-of-school Syrians," she says. "We are now able to use different online education platforms and apps. The biggest challenge was [my family's] objection and my pregnancy," she says.

While the path to success was not easy, Doaa's insistence and patience played the greater role in overcoming them all. Through participating in LEARN, she says: "Life has changed. My character is stronger, and I'm now able to make better decisions and face my problems confidently."

With the support of LEARN, Doaa has rediscovered her love of learning. As her coursework concludes, Doaa is looking forward to discovering a new future instead of the one destroyed by war.



Photo: The LEARN programme provides flexible education, so that young people can access educational material from home as well as in group instruction. © Mercy Corps

PERSONAL IMPACT STORY

I was really amazed by the influence that reading has left on children.

We Love Reading, Jordan

I am Ghassan from Syria. I came to Jordan with my family and now we live in Baqaa camp. My journey with We Love Reading started when I attended a training with my mother. During the training, I loved the idea of reading aloud so much that I was the most enthusiastic and active trainee, and I am the youngest and I know what children like better!

After the training, I started reading at a community centre. After a few sessions, I noticed that my friends finish their lessons earlier to join the reading session. They loved the stories and shared them with their families, the thing that caused the number to get bigger and bigger. I needed some support to be able to handle reading to this huge number of children. So, I trained two of my friends to read with me, and divided the children to three reading groups.

For a while, I had to stop because of my school exams, but the children did not want me to stop reading. Everyone started calling me and some of them came to my house to ask why have I stopped reading. I felt it is important to pursue reading, so I bought some stories and gave them to my friends, whom I previously trained, and asked them to continue reading. And I opened the doors of my house for them to hold the reading sessions.

The owner of the building where I live, noticed the number of children who come to the building, and when explained to her the reason, she prepared the roof of the building to become a permanent place for reading.

I was really amazed by the influence that reading has left on children. After I finish reading any of the stories children start discussing the issues and what the story is really about. And when they see wrong behaviors, such as littering, they criticize and hate that behavior.

Now, we have launched an initiative to clean the streets of the camp. By this initiative I can tell that the influence of reading has spread not only on children, but also on the community around us!

And for the influence that reading has left on me, I can say that I am proud to be an active change agent in my community. Everyone whatever their age can have a great influence on their surrounding by very simple ideas such as reading sessions for children.

I hope that We Love Reading will get bigger to reach more children around the world!



Photo: A child enjoying a reading aloud session organised by We Love Reading in Jordan. © We Love Reading

Recommendation 6. Use space and infrastructure creatively

Host country education systems may not immediately have the absorptive capacity to provide for the influx of school-aged refugee children. In fact, given the number of school age refugees is increasing – in 2014 alone the school age refugee population grew by 30% – the stress on host country education systems can be very significant. Early year's provision and post-basic provision are particularly affected. Often there are insufficient funds together with a lack of physical space for construction. Concerns about the high cost of construction also give rise to concerns about whether infrastructure is the best use of the limited funds available. Ultimately, reaching increasing the capacity of a local school system to provide education for large numbers of refugees will require an expansion in infrastructure and the educational workforce. Interim measures designed to use existing teachers and infrastructure more effectively are however likely to be needed if we hope to deliver learning opportunities to new arrivals in a timely manner.

Double shift systems have been criticised for the impact the approach has on the quality of education delivered, the extra burden placed on teachers, and the discrimination that can be involved. However, Windle Trust Kenya have developed their innovative 'Two Schools in One' approach to use the school infrastructure already available in the camps more effectively – but in a way that meets the ministry-approved guidelines for the delivery of secondary education. Dadaab and Kakuma refugee camps in Kenya have just 12 secondary schools serving over 50 primary schools. This situation has created a gap in delivering access to secondary school for all qualifying primary school graduates meaning the majority of refugee children miss out on secondary education entirely. Due to the limited space in the camps, it is difficult to further expand current secondary schools or establish new secondary schools that would accommodate more students. Their 'Two Schools in One' initiative shows that it is possible to undertake a double-shift system at the same time as working to preserve the quality of existing provision – the key to the approach is doubling the number of teaching staff, which rarely happens in double shift models.

Many organisations are using space creatively and effectively to ensure that non-formal education opportunities reach the most marginalised children who may not have accessed formal services. A unique feature of the We Love Reading programme is the utilisation of community spaces, such as mosques and churches, which are adapted for non-religious activities. We Love Reading is a programme that trains adults to read aloud to children in public spaces with relevant and meaningful stories to encourage a love of reading. Local volunteers organise read aloud sessions in public spaces in their neighbourhoods and books are exchanged amongst children. The project is managed and owned by local volunteers who are part of the community, and know when and where is best to read to children.

Both MercyCorps' LEARN initiative, and iACT's Little Ripples programme utilise refugee homes to provide education. Little Ripples is a refugee-led Early Childhood Development (ECD) education programme operating in refugee camps in Goz Amer and Djabal in eastern Chad. The programme builds the capacity of refugee women to implement and manage in-home preschools and to improve the social-emotional, cognitive, and physical development of refugee children. Delivering preschool programmes in the existing home spaces of refugees living in camps reduces the costs of building bespoke structures. This reduces the barriers to education for young children at the same time as ensuring the education provided is close to and owned by the refugee community themselves.

One promising practice delivers technology in such a way that it provides new learning infrastructure. In 2014, Libraries Without Borders created the Ideas Box, an extremely compact virtual and physical library that fits on 2 pallets and can be easily transported and installed, even in the most difficult contexts. When open, the Ideas Box creates a 100 metres squared space packed with features: internet connection via satellite, 4 laptops, 15 touchscreen tablets, 50 electronic readers, 300 hard-copy books and numerous pedagogical tools. The Ideas Box aims to address the challenges of the scarcity and low quality of educational tools, resources and training of teachers, in vulnerable communities, especially in crisis situations.

Save the Children's 'Boxes of Wonder' show how even while in transit, without traditional classrooms, education can, and must continue. Few organisations in Serbia offer structured non-formal educational activities for refugee and migrant children, and the vast majority of children have no access to formal schools. In Serbia, Save the Children recognised the need for a more flexible approach to be able to comprehensively respond to children's needs, even in situations when children are moving across many locations, or the time available for an intervention is unknown. Boxes of Wonder are an innovative and unique tool to develop and implement psychosocial and educational activities while on the move and in key transit locations.

Meanwhile, UNRWA has developed innovative self-learning materials in line with the basic skills and concepts of core subjects to support Palestinian children inside Syria who cannot regularly access school. These include Self-learning materials for Grades 1-9 covering the core subjects of Arabic, English, Mathematics and Science, Online Interactive Learning Programme and educational games focusing on literacy and numeracy for Grades 1-9; and UNRWA TV educational lessons.

IMPROVING OUTCOMES FOR ALL

Even when refugee students have access to education, the conditions are often so abysmal that effective learning is impossible.

For refugees and host community children, access to school is not in itself a guarantee of learning. Interventions must look to improve outcomes, both for refugees and for host community learners. These recommendations consequently point to the importance of supporting teachers; delivering programmes that specifically address both learning and wellbeing; and embracing the opportunities associated with modern technology. The final recommendations underscores the need to build the evidence base of what works best for equitable learning in refugee contexts.

Recommendation 7. Support teachers to help ensure quality

Teachers are the most important school-based factor in determining the quality of education. The pivotal role that teachers play in both student learning and student well-being is even more pronounced in refugee contexts, where children face increased vulnerabilities, such as the psychosocial distress associated with conflict, separation and displacement. However, in crisis contexts in general and refugee settings in particular, teachers are working in difficult environments with minimal support, training, supervision, materials, or compensation. A number of promising practices highlight that the quality and impact of education interventions is significantly influenced by the training and support that we provide to teachers.

The increasing recognition of the need to put teachers at the heart of education programming in emergencies can be seen in the inter-agency work of the Teachers in Crisis Contexts Group (TiCC) – a collaborative effort to provide more and better support to teachers in crisis settings. Members of the group work together to identify problem areas in teacher management, development and support in crisis contexts and propose and provide inter-agency open-source solutions.



Photo: Teachers in Crisis Contexts (TiCC) is a collaborative effort to provide more and better support to teachers in crisis settings.
© Teachers for Teachers

The promising practice Teachers for Teachers in Kakuma Refugee Camp, Kenya builds on this work. Teachers for Teachers provides an innovative professional development initiative for teachers in the camp that includes teacher training, peer coaching, and mobile mentoring. Evidence from the model suggests that this robust approach to teacher professional development is not only improving teaching practice and student learning, but also fostering protective and constructive learning environments, and bolstering teacher confidence and their motivation to remain teachers.

iACT's Little Ripples initiative has trained 91 refugee women as early childhood teachers in the Goz Amer and Djabal camps in Chad. Trained teachers in the initiative have reported improved relationships with their students, increased attendance, an increase in children's excitement and positive feelings for preschool, and improvements in student educational milestones. These positive changes to both teaching practice and teacher identity take time and require long term, multi-layered support.

Host country teachers, working with refugees, may also need specialist training to address the distinct needs of refugee learners – particularly regarding language and psychosocial support. Through their Essence of Learning work, Caritas Switzerland have identified that many teachers of refugees have neither the time nor the necessary techniques to respond to the specific needs of pupils that are dealing with various psychological problems and trauma. They argue, that to guarantee sustainability and a long-term effect, child-centred approaches, that link pedagogical with psychosocial components, such as their Essence of Learning initiative, need to be mainstreamed within national education and early childhood care programmes – and must be incorporated into the curricula in national teacher training institutions. Teachers at UNRWA are systematically trained on delivering inclusive, child-centred education, where interactive methods and recreational activities are integrated into the teaching approach.

As well as providing more and better support to teachers, we must also make better use of the workforce. MercyCorps' LEARN programme shows the clear benefits to hiring Syrian teachers as part of their model. Beyond the ability to communicate in Arabic, the Syrian teachers may be more empathetic to the lived realities of the youth. Efforts by all governments hosting refugees should allow for the hiring of teachers from their country of origin.

There is also a need to develop an innovative model that allows refugee and host country teachers, to co-teach with specific methods to support the transition from one language to another, allowing for participants to gain literacy skills in both languages. In Chad, as part of the Ministry of Education's integration efforts, several Sudanese teachers are taking part in a certified two-year teacher training programme at the national Abeche Bilingual Teacher Training College in eastern Chad to equip them to teach the Chadian curriculum and also to become familiarised with the norms and standards of the Chadian education system.

PERSONAL IMPACT STORY

I am a changed teacher. I see every learner smiling back. Because I smile, they also smile.

Teachers for Teachers: Strengthening support for refugee teachers, Teachers College, Columbia University

I am Lucy*. I vividly remember the day when I joined teaching back in the year 2014. I went to class with two hundred and fifty children. These were class one learners. These were children between the ages of 5-10 years. I got into the class and I was mesmerised. I actually did not know where to turn to because the learners were so many. Some were fighting, some were crying, some were playing games. I stood there for more than twenty minutes telling them to keep quiet but it all fell onto deaf ears. I tried to use a cane but no one listened to me. I ran out of the class very furious and frustrated. I went to the office and called one of my colleagues who came and made them settle down to begin a lesson. I had to start teaching almost at the end of the last lesson.

I used to be a reactive teacher, but due to different skills and experiences I gained in the trainings, I am now a proactive teacher and I really appreciate the people who are taking us through the trainings. I was a kind of a teacher who could not talk without a cane. If I say sit down, I cane you first and then I say sit down. Oh my God, I was harsh. I used to punish learners using corporal punishment. I used to be very frustrated and stressed. I used to even say, "I wish I would just leave teaching." Before, I also used to quarrel with teachers. I was so gloomy. Whenever a person asks me "good morning," [I would respond] "which good morning?" You see, I had this stress. I would just reply the way I want because I was stressed out.

But now, since I took those knowledge and skills that [Teachers for Teachers] taught us in the training, I applied it in my class, and now every learner likes me. When I pass through, even I am at home, I am on leave, but even when they see me from afar, [they say] "Madam Lucy" because I applied those methods, methodologies and techniques that you taught us in the trainings. Whenever I am in my class, I apply those like, "did you understand, thumbs up. If you did not understand, thumbs down." And they really enjoy that one, especially that one. You see, I teach small children. So when you say, "who has understood? Thumbs up!" Ohh, you see all thumbs up. "If you did not understand, thumbs no." And nobody's there. You just say, "thumbs up!" they will laugh and all of them will be like that laughing, I really enjoy with them. I really miss them. I noticed these changes first when I went to class and my learners were ready to listen.

The school administration also congratulated me, and I also saw changes in myself. I did not have stress anymore. And also, you see before I did not even use to lesson plan or make a scheme of work because I didn't see their importance. But after attending the training, I saw that the scheme of work and lesson plan are very important, they are vital in teaching.

I go to class, I see now I am a changed teacher. I see every learner smiling back. Because I smile, they also smile.



Photo: Lucy teaching a class of refugee students in Kakuma, Kenya.© Teachers for Teachers

Recommendation 8. Prioritise both learning and well-being

Creating environments that foster well-being are critical for children's effective learning and development. Many displaced children require psychosocial support (PSS) and socio-emotional learning (SEL) services to help them deal with the stress and trauma they have experienced and to build resilience to help them adapt to their new surroundings. Many the case studies illustrate that we need to do more to ensure that refugee children in schools can begin to heal and learn again.

Well-being has an integral role to play in ensuring that children feel supported and can learn. Save the Children's Learning and Well-Being in Emergencies is an approach to education in emergencies programming that focuses not only on literacy, but on the issues impacting children's capacity to learn. It is currently being piloted in Cairo, Egypt and Doro Camp, Maban, South Sudan. By focusing on the well-being of both teachers and students and assessing their related social and emotional needs, the initiative is an effective innovation to garner community support for education and to ensure teachers and children are equipped with the tools to learn and thrive, even in the face of uncertainty.

SEL in particular is becoming an integral part of education response. Research from stable contexts shows that SEL can decrease aggression and emotional distress, and improve children's interpersonal skills, how they view themselves, and their academic achievement. Early learning programmes such as iACT's Little Ripples emphasise mindfulness components as a key part of the learning process, and IRC's Healing Classrooms tutoring support programming integrates social-emotional learning principles and practices into academic instruction targeting over 4,300 Syrian refugee children in Lebanon's Bekaa and Akkar regions. In partnership with TIES/NYU, this initiative also seeks to fill the evidence gap surrounding SEL in humanitarian settings and strengthen this relatively new area of work.

UNRWA's Education in Emergencies programming for Palestine children in Syria has shown that the provision of psychosocial support is most efficient when an integrated and multi-stranded approach is adopted, through: (1) structured training of teachers and frontline education staff to provide targeted PSS and build awareness that the responsibility for delivering PSS lies with teachers as well as specialised staff; (2) addressing the psychosocial wellbeing of frontline staff themselves who comprise an essential support layer in the school; and (3) mechanisms for increasing parental engagement in, and awareness of, psychosocial support for their children.



Photo: Mamoud* at a Save the Children supported Early Childhood Care and Development programme in an informal tent settlement for Syrian refugees in the Bekaa Valley, Lebanon. © Nerida Williams/Save the Children

PERSONAL IMPACT STORY

Early childhood education delivering improved wellbeing in refugee contexts

Little Ripples, iACT, Chad



Photo: iACT's Little Ripples programme develops safe learning environment's in 'Ponds' where teachers prioritise both children's learning and their well-being. © iACT

When the crisis began in Darfur, Ahmed was living in Khartoum, the capital of Sudan, and teaching at a university. He had a nice life there. "Not like here," he says about living in refugee camp, Goz Amer. "Here we have nothing. We have bad education. We are so isolated. We are not advancing in any way."

As a Darfuri with a university degree, English speaking skills, and a teaching job in Khartoum, Ahmed felt vulnerable to intimidation and abuse from the government of Sudan. Upon hearing of the thousands of people fleeing to Chad, including his extended family, he decided to leave his life in Khartoum and travel to eastern Chad to be with his people.

Ahmed is a kind, soft-spoken and intelligent man. He has remained in refugee camp Goz Amer for over a decade, doing his best, he says, "to help advance my people through education." He is a teacher at the primary school in his camp, and because of his strong English skills, he has been the translator for all Little Ripples' teacher trainings in camp Goz Amer since 2013. As a translator for Little Ripples, Ahmed has participated in, and completed, more than eight trainings.

During 2013-2016, his son was a student at Little Ripples and has since graduated to primary school. Ahmed says he was so proud to see his son receive "the Little Ripples way of learning."

"When my son was at Little Ripples, he was so happy. Every day he would come home and tell us what he had learned and the activities he was doing at Little Ripples. When he turned six and it was time for him to go to primary school, he did not want to go because he loved Little Ripples so much."

Ahmed admits that based on his experience as a teacher in primary school, he was also sad to see his son leave Little Ripples. That is why Ahmed decided to take what he had learned from the Little Ripples trainings and incorporate the curriculum and philosophy of Little Ripples into his primary school classroom. "I like so much of what I have learned from Little Ripples, including the mindfulness, the learning by playing, the asking about feelings to students, and the positive behaviour management, that I take all this and do it with my Level 1 class. The impact has been remarkable, says Ahmed. "Over the year, I have seen that my class is doing better emotionally and academically than even the older Level 5 students. They learn better. They listen. They like coming to school now."

Ahmed's efforts have caught the attention of other teachers. "Other teachers at the primary school see how well my students are doing and ask me to train them. Now, I have a timetable of training with the other teachers, and I teach them about the Little Ripples curriculum and how to use it with their students."

Recommendation 9. Use technology in support of educational outcomes

In recent years, interest in the role of technology in refugee education has surged worldwide, with many hoping it could become a game changer, that radically improves access to quality educational opportunities in some of the most challenging contexts. This surge in interest and opportunity has also created concerns that technology is being seen as a silver bullet, and that there has been too much focus on technology rather than the educational outcomes it ultimately aims to provide. Promising Practices illustrates how technology can be used as an effective way to reach children who have been displaced by crisis and conflict. As Mark West, a specialist in ICT for education at UNESCO said: "The potential of mobile technology to facilitate learning in emergencies and crises is considerable but we are only just beginning to understand how to best leverage it and how to leverage it at scale."

Major investments are expanding mobile connectivity to more rural and remote areas where refugees live. Many refugee adults own a phone which their children can use for educational purposes. Phones are widely used, easily fixed and upgraded, whereas installing and maintaining other types of technology requires higher costs and technical capacity, as well as training for users. Using existing technology means that educational programmes are more likely to be easily scaled up and be sustained. When considering bringing in new technology, the disadvantages and advantages should be discussed with the local community.

The Promising Practices show that where technology is aligned to national curriculum and accreditation systems it has the most impact. Technology is the key delivery mechanism for a learning experience, yet frequently innovative technology for education solutions are developed outside of the local contexts in which they are meant to be applied. Technology for learning must use local content which appeals to learners and is easy to use. It must use the appropriate language and local cultural references. Promising practices have engaged local content developers to create digital learning materials that are appropriate for children of different ages and accepted by teachers, as in the case of Libraries Without Borders and the Vodafone Foundation.

Technology by itself will not transform children's learning. It is essential to conceive and design a programme holistically. Human resources and teachers are still crucial to the success of educational initiatives. Effective blended learning practices involve using technology alongside face-to-face learning and interactions. While technology is no panacea to educating refugees, Libraries Without Borders, the Vodafone Foundation and Teachers for Teachers case studies, amongst others, indicate that if it is implemented well and with clarity of purpose, technology can be a tool to support, facilitate and enable good teaching and quality learning. With technology for refugee education being a relatively new concept, with many initiatives still at pilot stages or scaling up, much more evidence is required to truly understand the role it can have in reaching the most vulnerable refugee children and having transformative impacts on their learning outcomes.



Photo: David* is able to access educational material using a tablet connected to his school's Wifi. © The Vodafone Foundation

PERSONAL IMPACT STORY

The lack of information is like being inside a tomb, without being buried
Ideas Box, Kavumu Refugee Camp, Burundi, Libraries Without Borders



Photo: Consolata and her community use the Ideas Box to access teaching materials and information. © Libraries Without Borders

Consolata is married with eight children who are not with her in the camp. An influential female political figure back in the Democratic Republic of the Congo (DRC), with a degree in French, she was in charge of a school opened by an international NGO. This school has hosted over a thousand students. Her political responsibilities have been varied: she was secretary of the Professional Council for Women in South Kivu and led the political party National Union for the Defence of Rights of Unemployed. She has been the only woman leader of a political party. She was also a frequent guest of TV and radio shows, and was often invited for political debates.

But since she arrived in the Kavumu camp all of that stopped. She notes a real problem communicating with the outside world. First, she says, telephone communication is deplorable. If calls from DRC can come through, she cannot make outgoing calls because of the state of the telephone in the Congo. As a politician and head of a school, she is also very concerned with the lack of access to information and culture.

"Information! You know, I was a politician, political scientist, head teacher and female leader. I was informed about everything that was happening in the world, every day. At this moment while we are talking, I have no radio, no television, nothing. Sometimes I feel abandoned. It's like being inside a tomb without being buried. I learned of the death of Mandela four days after his death. Before, I was the first to inform all the women and men of my town. I used to read. A principal, a politician has to read a lot. I had a lot of books in my office: educational books, political books. And to my teachers too! I was training them, giving seminars. Education is changing and we have no access to information or training.

There is no Internet or no computers. This is serious. We are not in the world. It is as if we were abandoned. You've seen the churches? There are more than 24! Do you know why there are so many churches? The refugees have no other occupation than to pray. They have no other hobbies: there's only singing and praying. And after the church, there is football. That's all we have as a distraction."

But since February 2014, Consolata has had new access to information and culture thanks to the Ideas Box that was deployed in Kavumu camp. She is very positive about the role that this tool has brought in the camp, especially among younger populations.

"With the renovation you bring, I assure you that there will be a change. Our children will become scholars with this. We will compare them with children at home. With the Internet, with computers, with the Ideas Box, our children will see what they have not had access to for years."

CONCLUSION

Recommendation 10. Build the evidence base

There is clearly a need for a more robust evidence base for education in emergencies and refugee education specifically – and an effective, collaborative approach to achieving this. There must be a concerted effort to expand our knowledge of “what works” in securing quality learning outcomes for refugee children, specifically answering how, for whom, where and under what condition.

A number of projects documented as promising practices are making a significant contribution to the knowledge and evidence base in refugee education.

Alongside the provision of remedial classes, WUSC is collaborating with the American Institutes for Research to rigorously evaluate the impact of the remedial class model within the refugee camp context. The evaluation is funded under the Humanitarian Education Accelerator, a DFID-funded project in partnership with UNHCR and UNICEF, which aims to generate rigorous evidence to understand how to transform high-potential pilot projects into scalable education initiatives for refugees and displaced communities worldwide. This type of research-practice initiative is hugely valuable to the sector.

The Education in Emergencies: Evidence for Action (3EA) research-practice partnership between the IRC and TIES/NYU represents an important new approach to programming of iterative cycles of action and research that could have significant impact on decisions and ultimately outcomes for children. The organisations are working collaboratively to build both the programme and the research design, using an integrated programme and research theory of change and evidence-based and contextually appropriate curriculum and measurement tools. The success of the 3EA research-practice partnership rests on the ability to learn, however, the lack of demand for evidence and/or the demand for quick and easy answers and the lack of availability of coordinated, multi-year funding streams, limits the ability to do so. As such, a paradigm shift to a continuous learning model is needed.

With refugee children being five times more likely to be out of school than non-refugee children, the need for innovative, quality refugee education programming has never been greater.

The Promising Practices in Refugee Education initiative demonstrates that while there are significant barriers to overcome, there are many innovative solutions that show immense potential and deserve to be replicated.

The practices documented as case studies and included in this Synthesis report have made an important contribution to the refugee education crises in each of the contexts that they have been implemented. They also offer wider lessons about what works and why.

They are not silver bullets and no practice, however promising, can answer the refugee education challenge on its own.

However, combined with the necessary political will, funding and policy change the work that has made its way into this report and is documented in detail on the promising practices website offers us all a bigger set of tools, inspiring stories and practical ideas that will, if implemented, help get more refugee children into education and learning.



SUMMARY OF PROMISING PRACTICES

This report synthesises the key findings and lessons learned from across more than twenty projects that were selected as part of the initiative.

The following section of the report provides a summary of each of the promising practices for which we have produced a detailed case study.

Full case studies are available at www.promisingpractices.online

Organisation: Caritas Switzerland

Intervention: Essence of Learning: An approach to foster and sustain children's ability to learn in times of crisis

Location: Gaza

Themes:



Description: The Essence of Learning (EoL) approach looks at the relationship between learning and psychosocial well-being. It aims to revive the learning capabilities of children, through an accelerated learning approach that addresses their root psychosocial challenges, to prepare them for successful re-integration into school.

EoL starts teaching these children at a lower level than is indicated by their age, in an innovative manner using everyday recyclable materials, that engages their interest in the content being taught and accelerates the pace to get them to their age appropriate level, in a minimal amount of time.

In Gaza, the EoL is conducted through a structured 10 week-programme, with one entry and one exit week, thus totalling to a 12 week-course. It was designed with the aim to reach a lot of children and to guide them back to their former learning ability after acute crisis in a short time.

90-94% of the children could master the regular school curriculum after visiting the EoL 10-week-programme

CARITAS Schweiz
Suisse
Svizzera
Svizra

Organisation: Children on the Edge

Intervention: Standing in the gap – Low-profile education for forgotten Rohingya refugee children

Location: Myanmar – Bangladesh border

Themes:  

Description: Standing in the gap delivers low profile and community driven education to support refugee children with no access to services. This concept acknowledges the complex dynamics of the area, the pressure on all actors involved and the limits on resources, and looks for an alternative solution, until the situation improves.

The solution took the form of 45 small classrooms, dispersed throughout the camp, with basic learning materials. Classrooms were built out of mud either within or alongside existing dwellings to keep a low-profile. 45 Rohingya refugees from the camps were trained as teachers, through a 'train the trainer' system.

The teacher training and the curriculum delivered is from BRAC, who provide a government approved 'second chance education' model. This is a gender sensitive, pro poor and child friendly curriculum, designed for children who have never had the chance of education or who have dropped out of school. The project is founded on local partnership and active community participation.

At the end of 2016, a 93% retention rate was recorded and a 97% pass rate on official exams, with 2,700 children following a Bangladesh government approved curriculum.



Organisation: i-ACT

Intervention: Little Ripples: refugee-led early childhood education

Location: Goz Amer and Djabal refugee camps, eastern Chad

Themes:  

Description: Little Ripples aims to build the capacity of refugee women to implement and manage early childhood education in their community. It aims to improve the social-emotional, cognitive, and physical development of refugee children.

Little Ripples is hosted across each camp in the home spaces of refugees, reducing the upfront costs for education and increasing community participation and ownership of education. A simple structure is built inside a refugee's home space, becoming the Little Ripples classroom or "Pond."

The Little Ripples curriculum and structure is a pre-established outline of evidence-based, early childhood education developed by experts in ECD, trauma recovery, and mindfulness.

As a result of the intervention, trained teachers have reported improved relationships with their students, increased attendance, increase in children's excitement and positive feelings for preschool, and improvements in student educational milestones.

From surveys conducted with 134 Little Ripples students and their caregivers, at baseline and one-year follow-up:

- The number of students able to name colours increased from 27% to 51%.
- The number of students able to count to five or higher increased from 43% to 73%.
- The number of students able to identify four or more animals from pictures increased from 21% to 63%.
- The number of students able to recite at least the first ten letters of the alphabet with no mistakes increased from 45% to 83%.



Organisation: International Rescue Committee

Intervention: Education in Emergencies: Evidence for Action (3EA) research-practice partnership

Location: Lebanon

Themes:   

Description: In February 2016, the International Rescue Committee (IRC) and Global TIES for Children at New York University launched the Education in Emergencies: Evidence for Action (3EA) research-practice partnership. 3EA encompasses two programmes of work:

1. Impact: Iteratively implement and test practices to identify not only what works to improve children's holistic learning and development (CHILD) and programme implementation quality (PIQ), but also how, for whom, and under what conditions.

2. Measurement and Metrics: Design, adapt, test, and build capacity to embed high-quality CHILD and PIQ measurement tools and methods in field M&E systems as well as in impact evaluations.

Among Syrian refugee students enrolled in Lebanese public schools, access to the 3EA non-formal retention support programming, significantly improved Syrian refugee students' Arabic reading and math skills after four months of implementation. Two randomized trials have now provided evidence that the IRC's Learning in a Healing Classroom social-emotional learning-infused teacher training and curricular programme works across delivery modes and contexts to improve children's academic skills in crisis contexts.

Syrian refugee children who have access to 3EA retention support programming, showed signs of recognizing and becoming more open to expressing their feelings, even their negative feelings. While Syrian refugee children struggled to attend retention support classes, the amount and quality of implementation of retention support programming matters.



Organisation: Libraries Without Borders

Intervention: Ideas Box: Access to information and education in emergency situations

Location: Kavumu Refugee Camp, Burundi

Themes:   

Description: Ideas Box provides access to education and quality information via a mobile, field ready, high quality, safe and attractive learning space. A humanitarian response device for access to information, education and culture, Ideas Box is a portable media centre that unfolds on 100 square meters.

The contents of the Ideas Box are always customised to the needs of the local population, taking into account the spoken languages, the needs and cultures of community partners.

After a year of development in Burundi that provided valuable insights and lessons, Libraries Without Borders has begun to scale the Ideas Box, in partnership with local or international NGOs operating in emergency and post-conflict situations. These NGOs are operating in multiple different sectors in addition to education such as psychosocial support, protection, livelihoods and health. Together with Libraries Without Borders, they designed programmes for the local communities that include the use of the Ideas Box to integrate cultural mediation and access to information and education as a tool to reach their objectives.

Students who were taught by their usual teachers within the Ideas Box showed on average a 23% higher progression rate than students who did not benefit from the Ideas Box and studied in a classic school setting.



Organisation: Mercy Corps

Intervention: Learning and Empowerment for Adolescents in their Neighbourhoods (LEARN)

Location: Turkey

Themes:  

Description: LEARN aims to meet out-of-school refugee youth in Turkey 'where they are at', both in terms of work schedule and isolation. The intervention consists of four central components: i) individual instruction, ii) peer groups, iii) tablets with curated software, and iv) caregiver information sessions.

The design of the programme fills a significant gap, reaching vulnerable adolescents who are otherwise unable to engage in formal or non-formal education. The flexible design allows for instruction on a schedule when, and in a location where, students are available. Tablets can be used offline and in the student's own time.

After two cohorts of the LEARN project, end-line data and assessments show that learners made significant gains in math, English, Arabic, and Turkish. LEARN was effective at re-engaging out-of-school adolescents in learning and increasing their interest and willingness to re-enrol in formal education.



Organisation: Norwegian Refugee Council

Intervention: Non-formal education programming: enabling refugee children to enrol and integrate into the formal certified education system

Location: Lebanon

Themes:   

Description: Norwegian Refugee Council (NRC) provided non-formal education programming to Syrian refugee and host community children over a four-year period, using a 3-phased approach: 1) Education in Emergencies 2) Structured non-formal education programmes aimed at reintegrating children into the certified public education system. 3) Support to formal education. The programme provides a sense of normalcy, protection and self-reliance, and to establish pathways to certified formal education.

From 2013 to 2016, NRC enrolled 42,454 refugee and host community children in their non-formal education programmes. In all phases, NRC's holistic education approach included:

- Facilitating the integration of children in school through a comprehensive approach that matches learning and academic skills with psycho-social and recreational support and life skills training;
- Involving parents and the wider community through awareness/information sessions aimed at increased engagement of parents in the learning and development of their children at school.
- Supporting teachers and school personnel in adopting child-centered and inclusive approaches inside the classroom.
- Creating a safe and conducive learning environment

Assessment data following the implementation of Basic Literacy and Numeracy in the South of Lebanon in 2016, showed that 76% of the children who attended classes, successfully enrolled in formal public education.



Organisation: Relief International

Intervention: Social Innovation Labs

Location: Jordan

Themes:



Description: Social Innovation Labs (SIL) is a unique programme of creative hang-out space for adolescents that enables them to propose and implement solutions for social issues in camps. SIL aims to develop 21st century skills and empower adolescents.

Taking a broad definition of education, with a focus on building competences such as real-life problem-solving, teamwork, and creative trouble-shooting the SIL approach has provided an equitable platform for young people to apply both formal education skills and those they have developed outside of the school environment.

The two-stage, competitive format has proven effective in generating collaborative and innovative projects that more efficiently address the growing social needs in refugee camps.

SIL are a catalyst for further innovation within the camps and bring opportunities to the camp – essential in a context where formal employment and freedom of movement are strictly limited. Having a skilled cadre of young people with strong leadership skills attracts further investment and interest from the development and private sectors.



Organisation: Save the Children

Intervention: Learning and Well-being in Emergencies

Location: Doro camp, Maban, South Sudan and urban Cairo, Egypt

Themes:



Description: Learning and Well-being (LWiE) aims to improve refugee children's foundational learning, reading, literacy and social emotional skills and knowledge, and strengthen teacher capacity to better monitor and respond to learning achievement assessment.

LWiE is based on Save the Children's flagship Literacy Boost model. Literacy Boost is an innovative, evidence-based approach to improving literacy learning outcomes, originally designed for development contexts in response to growing evidence of gaps in basic literacy learning. Launched in 2009, it has been implemented in 34 countries with the support of partners. Literacy Boost aims to ensure that children are supported in school and in their communities to strengthen the core skills of reading based on the three pillars of: Learning Assessment, Teacher Training and Community Engagement.

LWiE adheres to the same three pillars but with a stronger focus on well-being – measuring children's well-being as it relates to their learning outcomes, ensuring teachers have the skills and knowledge to promote social and emotional learning in the classroom and engaging the local community in activities that promote literacy and well-being outside of the school.

This a pilot due to finish in December 2017. The anticipated results will include: strengthened capacity of teachers to respond to individual learner's needs and use more effective teaching practices with refugee children; increased community support of children's learning; and finally, that the pilot will inform EiE advocacy and funding for refugee situations within Egypt and South Sudan and globally.



**Save the
Children**

Organisation: Save the Children

Intervention: Programme on the Move – development and implementation of innovative and flexible participatory programmes for children on the move

Location: Serbia

Themes:   

Description: The aim is to overcome the gap in provision of education opportunities for children on the move throughout Serbia, using a toolkit initially designed for Psychosocial Support (PSS). The programme developed “Boxes of Wonder” – a unique tool for conducting PSS and non-formal education activities, based on a participatory and child rights approach.

The boxes are designed as physical boxes (plastic and wooden boxes filled with materials and templates for activities) but also as concepts to work on, re-design and adjust to the needs of children, facilitators and to the physical space where the activities are being held. The boxes create a meeting space between children and field workers, offer materials, ideas and contents, and encourage dialogue, joint exploration and participation in activities.

The main change outcome, based on regular programme monitoring and evaluation is that children on the move exercise their right to education, regardless of the period of time they have for the activities or the amount of time they spend at certain location.

Field workers highlighted many positive changes in children’s behaviour, including increased motivation to learn, better confidence, improved self-awareness, and understanding of their rights and opportunities



Organisation: Teachers College Columbia

Intervention: Teachers for Teachers: Strengthening Support for Refugee Teachers

Location: Kakuma, Kenya

Themes:   

Description: Teachers are at the heart of learning and yet receive limited support in refugee contexts. In response to this Teachers for Teachers provides competency-based, continuous teacher professional development. It is an integrated professional development model that combines teacher training, peer coaching and mobile mentoring.

Teachers for Teachers provides the knowledge and skills necessary for teachers to make their classrooms protective, healing and learning environments.

The training model consists of two tracks and utilizes the Training Pack for Primary School Teachers in Crisis Contexts: (1) a short-term training conducted over a period of four days, consisting of 12 sessions in 23 hours; and (2) a long-term training that runs over several months, consisting of 18 sessions and 60 hours. Training takes place in the form of workshops where international and local staff lead in-person training sessions with cohorts of ideally 25-30 teachers. Topics for both training schedules include: Teacher’s Role and Well-being; Child Protection, Well-being and Inclusion; Pedagogy; and Curriculum and Planning. Trainings are interactive, practical, and draw on local expertise in the Kakuma context.

Teachers who participated in the Teachers for Teachers programme reported better preparation, higher confidence, a stronger sense of purpose—not just as educators, but also as advocates for child protection and positive discipline—and that they were more aware of useful practices that can be used in their classrooms.



Organisation: UNRWA

Intervention: UNRWA Education in Emergencies Programme

Location: Syria (Palestine refugees)

Themes:



Description: The UNRWA Education in Emergencies (EiE) programme uses a multi-stranded, integrated approach, which involves:

- 1) Delivering learning in different ways, through self-learning print materials and the use of UNRWA TV and interactive computer-based learning programmes, and establishing safe learning and recreational spaces for children to continue to learn and play;
- 2) Providing more psychosocial support to children, with additional counsellors, recreational activities and awareness-raising for frontline staff on the importance of psychosocial support; and
- 3) Introducing safety and security training for parents, teachers, School Principals and students.

Between 2012 and 2016, more than 66,000 children have been directly impacted through the UNRWA EiE response in Syria.

Despite the hardship endured by UNRWA students living in Syria, UNRWA's 2017 Annual Operational Report highlights their strong performance against key education indicators, with a high percentage of UNRWA students staying in school and a good gender equity across all indicators

UNRWA Palestine refugees in Syria achieved one of the highest levels of academic attainment in the Agency-wide Monitoring of Learning Achievement assessment of 2016, compared with their peers in other UNRWA fields of operation.



Organisation: The Vodafone Foundation

Intervention: Instant Network Schools

Location: DR Congo, Kenya, South Sudan, Tanzania

Themes:



Description: Instant Networks Schools (INS) provide a holistic solution to transform an existing classroom into an innovation hub for learning – complete with Internet connectivity, sustainable solar power, an Instant Classroom (digital classroom in-a-box specially created for the INS programme which includes 25 tablets, a laptop, a projector and speaker, a 3G modem and batteries to run the kit for a day of class), localized digital content; and a robust teacher training programme.

The Vodafone Foundation believes that successful technology-led educational programmes are driven by the alignment of 9 elements: Programme Ownership, Local Initiatives, Teacher Training, Educational Content, Content & Tablet Management, Connectivity, Power, Hardware and Monitoring & Evaluation. To date, over 40,000 young refugees and 600 teachers are benefitting from the INS each month.

An independent impact assessment study is on-going. However, initial qualitative feedback received from beneficiaries already provides some insights on the perceived value of the INS Programme:

- In most contexts, the INS programme is viewed as positively contributing to student retention.
- Quality improvements have been seen in the performance of refugee children in national examinations. 90% of the 3,894 candidates who sat the Kenya Certificate of Primary Education passed and attained the required grade to join secondary schools, which represented a pass rate higher than the national average, which stood at 75.6%.
- Immediate improvements have been the development of ICT literacy amongst both teachers and students.



Organisation: War Child UK

Intervention: Time to be a Child - Play, Learning and Child-Centred Development for Children Affected by the Syrian Crisis

Location: Jordan

Themes:



Description: Whilst there was a plethora of organisations providing informal education for displaced Syrian children, there are very few organisations working in Early Childhood Care & Development (ECCD) in Emergencies. 'Time to be a Child' is a three-year project that will deliver play, learning and child-centred development activities to children affected by the Syrian crisis in Jordan and Lebanon.

Psychosocial support, life skills, recreational activities and ECCD is provided to children through a series of 'safe spaces'. Psychosocial support is delivered to parents and caregivers, supporting the maintenance and creation of safe and nurturing home environments. Child protection committees formed of local adults keep children safe and build awareness of child rights

Positive Parenting sessions provides adults with the skills, knowledge and materials to continue educating their children outside of the classroom

War Child UK has seen high attendance scores above 83% across the ECCD centres in Zarqa, Amman, Mafraq and Zaatari camp.

In Quarter 4 of 2017 War Child will undertake further research on best methods for child friendly feedback mechanisms to ensure accountability to beneficiaries throughout the project.



Organisation: Windle Trust Kenya

Intervention: Two Schools in One: Management of high enrolment in refugee secondary schools

Location: Kenya

Themes:



Description: This approach uses secondary schools in an effective double shift model to accommodate more students. This is not just being done by using the existing resources but also better equipping the schools to ensure student success at the secondary level. It is having the catalytic effect of increasing enrolment in primary schools - more incentives for students if they know they have opportunities to progress.

The shared physical infrastructure includes classrooms, laboratories, kitchens, latrines, hand-washing facilities, libraries, reference books, ICT facilities, playgrounds, sports facilities and assembly grounds. The concept differs from the multi-shift system because the administrative and teaching staff changes completely from morning to afternoon.

The introduction of the Two Schools In One approach in four secondary schools has doubled the intake from 2,558 to 5,118 students. This can be tracked in the EMIS data collected in 2016/2017, which reflects that a total of 2,411 males and 2,707 females are benefitting from the approach.



Organisation: World University Service of Canada

Intervention: Remedial Education Programme: An Innovation to Improve Girls' Academic Performance in Refugee Contexts

Location: Kenya

Themes:  

Description: The aim is to improve learning outcomes of refugee and host community girls in upper grades (classes 5 to 8) through provision of remedial classes (among other targeted project interventions). Specifically, the remedial programmes address two key challenges: girls' poor academic performance and low levels of community support for girls' education.

The provision of remedial education has helped girls to improve their overall academic performance. Between 2014 and 2015, girls in Class 6 showed the greatest improvement in literacy test scores, from an average of 32 in 2014 to 42 by the end of 2015. Qualitative evidence shows that girls value the remedial education programme because it allows them additional time outside of regular school to continue their studies, which is not always possible for them to do at home.

Increased attendance and demand for remedial classes in both Kakuma and Dadaab refugee camps has shown that parents and guardians are increasingly willing to allow girls to attend additional classes on weekends. Given that girls might otherwise be tasked with household responsibilities, families are increasingly making the choice to prioritise girls' education. Demand for remedial classes has increased from 1440 girls in 2014 to 2646 girls in 2016.



Organisation: We Love Reading

Intervention: We Love Reading: Promoting Literacy and Education through Reading Aloud in Community Settings

Location: Jordan and Ethiopia

Themes:  

Description: We Love Reading is a programme that plants the love of reading within children by training adults to read aloud to children in a public space on a routine basis with books that are appropriate for children. The We Love Reading programme constitutes of training local volunteers to hold read aloud sessions in public spaces in their neighbourhoods where books are routinely read aloud and exchanged with children.

Research has shown that 80% of children who attend We Love Reading reading aloud sessions have shown increasingly positive attitudes towards reading, and are more willing to go back to school because they associate reading with enjoyment. They are more empathetic because they learn about other cultures and people, and as a consequence perform better at school and become more confident.

We Love Reading is an effective and sustainable model because it is managed and owned by local volunteers who are part of the community, and know when and where is best to read to children. We Love Reading has influenced parent-child relationships by building bridges of understanding and communication between the two generations through reading, simultaneously alleviating mental stress from trauma.





English
English for Ethiopia
English

ENDNOTES

¹ For better coordination purposes, the Minister of Education and Higher Education decided to create an NGO subcommittee. The committee includes representatives of 2 international NGOs, 4 national NGOs and one academic institution.

² Development Initiatives (2017) Global Humanitarian Assistance Report 2017, Development Initiatives

³ Burns & Lawrie, 2015, Kirk and Winthrop, 2005, Sarah Dryden-Peterson, 2011.

⁴ Kirk and Winthrop, 2005

⁵ Mobile Learning Week 2017 – Education in emergencies and crises Press Release 22 Dec 2016. Available at: <http://bit.ly/2eBFTpJ>

^a Policy Paper 25: Aid to education stagnates, jeopardising global targets. May 2016 Global Monitoring Report, UNESCO <http://unesdoc.unesco.org/images/0024/002448/244817E.pdf>

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Names in case studies have been changed to protect identities.

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Promising Practices in Refugee Education is a joint initiative of Save the Children, the world's largest independent children's rights organisation, UNHCR, the UN refugee agency, and Pearson, the world's learning company.

Launched in March 2017, the initiative set out to identify, document and promote innovative ways to effectively reach refugee children and young people with quality educational opportunities.

More than twenty promising practices were selected as part of the initiative. The practices have been grouped under one or more of six themes.



The practices and the experience of implementing partners have been used to identify ten recommendations, grouped under three overarching pillars, aimed at improving refugee education policy and practice. They are:

Approaching the immediate crisis with a long-term perspective:

1. Strengthen inclusive national systems
2. Commit to predictable multi-year funding for education programming and research in refugee responses
3. Improve collaboration and develop innovative partnerships

Understanding different contexts and meeting distinct needs

4. Adopt user-centred design and empowering approaches
5. Establish diverse pathways that meet distinct needs
6. Use space and infrastructure creatively

Improving outcomes for all

7. Support teachers to help ensure quality
8. Prioritise both learning and well-being
9. Use technology as an enabling tool in pursuit of education outcomes
10. Build a robust evidence base

This report contains our reflections on all the promising practices that we identified and documented along with their implications for policy and practice.

More information including case studies, this Synthesis Report and a series of articles from thought leaders in the field can be found at

www.promisingpractices.online