



Federal Ministry  
for Economic Cooperation  
and Development

**INEE**

An international network for education in emergencies  
Un réseau international pour l'éducation en situations d'urgence  
Una red internacional para la educación en situaciones de emergencia  
Uma rede internacional para a educação em situações de emergência  
الشبكة العالمية لوكالات التعليم في حالات الطوارئ



# Education for a better future – creating prospects for displaced populations

2 November 2016, Berlin, Germany

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# Purpose and outcomes of the conference



With more than 65 million people currently fleeing from war, violence and natural disasters, the most severe refugee crisis since World War II is creating a lost generation of children and youth with no access to adequate educational opportunities. Forced displacement is one of the biggest obstacles to reaching the international education goal to ensure inclusive, equitable quality education and opportunities for lifelong learning for all by 2030 (Sustainable Development Goal 4).

The aim of this international conference was to examine the role of education and skills development in generating future prospects for forcibly displaced persons. Through keynote speeches, panel discussions and interactive workshops, key challenges, good practices and lessons learned were identified and recommendations formulated for research, policy and practice. The event offered an opportunity to bring together international humanitarian and development actors to jointly take stock of their engagement, discuss challenges and effective approaches, identify synergies, and strengthen partnerships for education and skills development in contexts of forced displacement.

## Global statistics on displacement



According to UNHCR, worldwide 65.3 million people are forcibly displaced, of whom 40.8 million are internally displaced persons (IDPs), 21.3 million are refugees and 3.2 million are stateless persons.

Of the refugee population, 51 percent are children, aged under 18. 41 percent of refugees live in protracted settings. The average duration of displacement is 20 years. Developing countries host 86 percent of all refugees and 60 percent of the world's refugees now live in urban areas.

# Welcome and opening remarks



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In the main countries of destination for Syrian refugees, BMZ has tripled its funding for education, training, jobs and infrastructure.

Hans-Peter Baur  
Deputy Director General, Democracy, Human Rights,  
Social Development and the Digital World, BMZ

INEE envisions a world where there is access to quality, relevant and safe education; where education services are integrated into all emergency interventions.

Dean Brooks  
Director, INEE



**HANS-PETER BAUR**  
DEPUTY DIRECTOR GENERAL, DEMOCRACY, HUMAN RIGHTS, SOCIAL DEVELOPMENT AND THE DIGITAL WORLD, BMZ

It is a great pleasure for me to welcome you to the conference on Education for a better future – creating prospects for displaced populations.

The title of the conference gives us an idea of what is at stake: displaced people do not only lose their homes and their belongings. They also lose their jobs, their schools, friends and family around them, and their sense of belonging and of security. At some point, they may even lose their hope and their optimism.

Education can give them hope and opportunities. Education is also the only asset that cannot be taken away from people, even if they have to leave everything else behind. Thus, education is of key importance in the context of crises and conflicts, and it is one of the top priorities for displaced people.

Over the past few years, the number of crises and conflicts worldwide has risen significantly. We are currently faced with the worst refugee crisis since World War II. Over 65 million people worldwide have been displaced. More than half of them are children and young people under the age

of 18. We must not just sit back and watch what is happening. There must not be a lost generation without hope and opportunities in any of the crisis regions of the world!

That is why, since 2012, the German Federal Ministry for Economic Cooperation and Development – BMZ – has placed a strong focus on tackling the root causes of displacement and assisting displaced people in building a future for themselves. In our development policy, we attach top priority to measures to address the refugee crisis. This year alone, BMZ is providing three billion euros in refugee assistance. We work to reduce the structural causes of displacement, and we support displaced people and host communities. Since 2014, BMZ has launched three special initiatives in this connection. The main regional focus of Germany's activities is on the Middle East, North and West Africa, the Horn of Africa, South Sudan, the Western Balkans, Ukraine, Afghanistan and Pakistan.

One major focus is support for neighbouring countries in the Syria and Iraq crisis. And education, training and jobs play a key role in these efforts. In the main countries of destination for Syrian refugees, BMZ has tripled its funding for education, training, jobs and infrastructure. For example, Germany has launched an Employment Drive that will create 50,000 new jobs this year for displaced people and host communities. So far, we have created 35,962 jobs. Thanks to German support to the tune



Hans-Peter Baur (BMZ)

of 195 million euros, more than one million children in the region have been given access to education. Just in time for the new school year, UNICEF and Germany have agreed to provide salaries for Syrian teachers in Turkey. This means that some 160,000 refugee children from Syria can now go to school. In Lebanon, BMZ is the largest donor to the Lebanese government's Reaching All Children with Education programme, to which it has contributed more than 130 million euros.

Vocational and academic education and training for the labour market are also essential in the context of displacement. Vocational education for young people is crucial for their economic integration in their host country – and for their reintegration in their country of origin. Vocational training does not only improve the employability of young people. It also enables them to actively participate in society and strengthens their sense of self-worth.

Lack of education and job opportunities, by contrast, increases people's desire – or the necessity – to leave their home regions. This leads to an exodus of young people in search of jobs and better living conditions. BMZ is the largest bilateral donor in the vocational training sector. We have vocational programmes in 63 of our 80 partner countries. BMZ invests about a quarter of its education ODA in the creation of a strong higher education sector on the ground.

We are giving young displaced people significant new options for their lives by enabling them to enrol in higher education programs. In Jordan, for instance, we provide scholarships for both Syrian refugees and Jordanians, so as to ensure that social disparity and conflict will not be exacerbated.

Extraordinary situations require innovative approaches that are pragmatic and flexible – and sometimes imperfect. One of them must be to put refugees and IDPs in the driver's seat, to give them opportunities to take their future into their own hands, even if circumstances are undoubtedly difficult. If we want to do that, education and training are indispensable.

Internationally, many players are working hard to improve access to quality education for displaced people. However, we can and must do even more. Together, we have to meet the challenges in countries of origin and assist displaced people on the move and in their host communities. Our Minister, Gerd Müller, emphasized this again at the UN Summit for Refugees and Migrants in New York in late September.

Assistance must be provided quickly and efficiently. However, if we want to become more effective, we also need to think beyond emergency aid and start creating opportunities on the ground. It is precisely in the midst of crisis and displacement that young people and children need a sense

of normalcy. Help, hope and opportunities for the future: those must be our top priorities in view of the dramatic numbers of refugees and the many crises in the world. All of you in the audience are working hard on ways of improving access to education and the quality of education for children and youth in the context of crisis and displacement. I am very pleased to see so many of you here in Berlin to discuss these important issues. It is also a special pleasure for me to welcome the representatives and members of the Inter-Agency Network for Education in Emergencies, who are co-hosting this conference with us. The Network has more than 12,700 members worldwide, bringing together unparalleled expertise and diversity. INEE is a platform for the exchange of ideas and knowledge that is invaluable for all those who are working on education in an emergency and crisis context. We are proud of our cooperation and are very pleased that you have accepted our invitation to hold your autumn meeting right after this conference here in Berlin.

I am glad that we have a chance jointly to continue to address this important topic and further improve our work and our coordination. It is very important for the international community to work together and join forces in order to meet one of the greatest challenges of our time. Displacement and migration are a task for an entire generation. Together, we can find ways of making it an opportunity for all.

In that spirit, I wish you a successful day and an interesting exchange.

**DEAN BROOKS**  
**DIRECTOR, INEE**

I am very grateful to Hans-Peter Baur and his colleagues at BMZ for giving us all the opportunity to meet today. The theme of this conference, ensuring the realization of the right to education in situations of forced displacement, is vital to the whole INEE community. The major issues on which we will focus – provision of education in urban settings, managing teachers, psychosocial support and social and emotional learning, and the use of information and communications technologies – all in refugee and IDP contexts, are constant preoccupations of INEE's members.

The Inter-Agency Network for Education in Emergencies (INEE) is a fast-growing, free, open, global network of more than 12,700 individual members and 130 partner organizations in 190 countries. INEE members are practitioners working for national and international NGOs, UN agencies, ministries of education and other government personnel, donors, students, teachers, and researchers who work together within a humanitarian and development framework to promote access to quality, safe and relevant education for all persons affected by crisis. INEE serves

its members through community building, convening diverse stakeholders, knowledge management, advocating and amplifying ideas and knowledge, facilitating collective action and learning, and providing members with the resources and support they need to carry out their work on education in emergencies.

INEE provides many network spaces for members to exchange professional experience and ideas. Its three Working Groups advance the field of education in Standards and Practice, Education Policy and Advocacy. Its Task Teams gather hardworking members around major technical and policy themes: Youth, Gender, Early Childhood Development, Inclusive Education, Quality Education and Technology. Conscious of the vital need to learn from and serve members whose first language is not English, INEE supports four Language Communities, which share information and knowledge about education in emergencies in the Arabic, French, Spanish and Portuguese languages. The governance of INEE is secured through a dedicated Steering Group, made up of representatives of concerned UN agencies, NGOs and donors. INEE's work is supported and coordinated by a secretariat of nine staff members.

In the early 2000s, INEE members developed the *INEE Minimum Standards for Education*, which constitute the shared framework for all partners in the education in emergencies profession. A deep and rich treasure trove of resources and tools for planning, managing, monitoring and evaluating education in emergencies programmes can be found in the INEE Toolkit, located on the INEE website at [www.ineesite.org](http://www.ineesite.org).

INEE envisions a world where there is access to quality, relevant and safe education; where education services are integrated into all emergency interventions; with sustainable funding and holistic policies; and where there is accountability in programming and consistency with the INEE Minimum Standards. That vision corresponds to the aspirations that we are sharing with one another in this conference in Berlin. Many of you in the room today are already INEE members. INEE is open to all interested individuals and organizations who implement, support, advocate and study education in emergencies. I welcome you all to join with us to achieve our shared vision together.



Dean Brooks (INEE)



# Keynote speeches

The following key note speeches are verbatim transcripts from the original speeches held at the conference. The views and opinions expressed in these speeches are those of the speakers and the information presented stems from their own research.



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But I was determined to fight for education. Despite the fact that it was so poor and hard to access, it still brought me hope for the future.

Joseph Munyambanza

Executive Director, COBURWAS International Youth Organisation to Transform Africa (CIYOTA)

So, as we think about the sustainable development goals, the important emphasis on quality education and learning achievement, there is still room for considerable improvement in the ways in which we are supporting teachers working in displacement contexts, especially in the case of protracted crises.

Mary Mendenhall

Assistant Professor of Practice, International and Comparative Education Programme, Teachers College, Columbia University



**JOSEPH MUNYAMBANZA**  
EXECUTIVE DIRECTOR, COBURWAS INTERNATIONAL  
YOUTH ORGANISATION TO TRANSFORM AFRICA  
(CIYOTA)

Good morning ladies and gentlemen,

There are almost 50 million children out of school in conflict-affected countries. My name is Joseph Munyambanza, I could have been one of them. I feel lucky and I am grateful to be here today to share my story and to speak on behalf of refugee children and adolescents who are not supported to hold onto their dreams just because they have no access to schools where they need to learn.

I was six years old when my family and I were forced to leave our home, in the Democratic Republic of the Congo. We lost all we had including friends and families who died among millions of innocent Congolese you've heard about.

As a child I loved to eat, I loved to play with other children in the village and I loved going to school. When I went to the refugee settlement, all these things were taken away from me. Most of my child friends died during the war and in the refugee settlement because of sickness and starvation; others lost their parents and I do not know where others are until now. For the first time, I started spending many days on an empty stomach and when

UNHCR opened a school programme in the settlement, I found it so difficult to learn because I was always hungry, studying in dirty, overpopulated classrooms, being taught by unqualified teachers.

Things worsened when I lost my elder sister. She was pregnant and died in hospital because the family could not afford medical bills.

All these things made me angry. And I still had my dreams to become a doctor, or someone who could bring treatment and hope to my people. However, as a refugee, away from home, I had little hope.

But I was determined to fight for education. Despite the fact that it was so poor and hard to access, it still brought me hope for the future. And I wanted to hold onto it until I got something out of it. Together with my other siblings, we supported Mum in her garden from 6 am to 8 am every day before we went to school, so that we could have meals when the vegetables grew. I had to work extra hard to gain an education and to keep believing in the future. With Mum's support I managed to complete primary school with top grades that earned me a scholarship away from the settlement, into the best school in the district.

For the first time, I attended school on a full stomach. I got three meals a day and I felt that my life was heading



Joseph Munyambanza (CIYOTA)

„Even though we were born in a conflict-affected country and live in refugee settlements, we still have great hope for the future.“

Joseph Munyambanza (CIYOTA)



in a right direction. But with time, I realized that almost everyone I had been in class with in the refugee settlement had dropped out of school because they could not afford school fees, and sometimes because of the distance they had to walk to reach the only secondary school available, 20 kilometres away from their homes. This distance is close to impossible to even those who love school because long distance walk requires one to eat enough. And for girls, it posed so much insecurity because some girls were often violated on their way to or from school.

As a teenager, I joined with other refugees to start an organization dedicated to increasing access to quality education and education outcomes for all children. It was called CIYOTA, which stands for COBURWAS International Youth Organisation to Transform Africa. COBURWAS is made up of the first letters of Congo, Burundi, Rwanda and Sudan.

CIYOTA is a volunteer-based, non-profit organization established by refugee youth in December 2005 in Kyangwali refugee settlement, Uganda. The founders arrived in Kyangwali from Congo (DRC), Burundi, Uganda, Rwanda and Sudan along with thousands of refugees fleeing violence and problems resulting from conflicts in their home countries.

CIYOTA began as an inclusive youth-led club set to protect and improve the lives of the most vulnerable in our midst. CIYOTA has now become a source and model of educational excellence, not just for conflict-affected African refugees but also for local Ugandans. We recognize the power of education as a pathway out of poverty, as well as a means to heal conflict, create social cohesion, and spur economic growth. Education for youth through methods that also build corresponding commitment and support of families and the community is therefore the focus of CIYOTA's work.

We provide quality education to over 1,000 vulnerable children, especially those living in emergencies, because we believe that education is the only right that frees other rights.

CIYOTA employs holistic community development to identify and address the key internal and external factors that are primary drivers of lack of education success and school drop-out for youth in this population and geographic area. The three key components of the CIYOTA model are:

- Innovative, high-quality primary through secondary education in resource-constrained contexts
- Applied social leadership and entrepreneurship tied to local problems
- Community ownership for social cohesion, violence reduction and sustainable development

In 2015, I completed my degree in biochemistry and I keep fighting for the education of children like me. Uganda has over half a million refugees, most of them of school-going age. But most refugee camps do not have secondary schools. Despite the efforts the government and communities of Uganda have put in to help refugees, about 80 percent of adolescents are not able to join secondary school and over 50 percent of children can't access primary school. In Kyangwali, with a population of 40,000, there is one secondary school that stops in senior four (equivalent of 10th grade). CIYOTA works to integrate Ugandans in our programme. Our students create projects to support communities beyond the refugee camp.

Even though we were born in a conflict-affected country and live in refugee settlements, we still have great hope for the future. Thank you so much. God bless you.



## MARY MENDENHALL

ASSISTANT PROFESSOR OF PRACTICE, INTERNATIONAL AND COMPARATIVE EDUCATION PROGRAMME, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Good morning, everyone. It is a pleasure and a privilege to be here and to share this opportunity with Joseph.

I was struck by a remark that Joseph made in the course of an early conversation as we were planning our two keynote addresses. He said, “I started doing this work before I was even born.” The experiences, reflections and ideas that Joseph and others who have experienced displacement have to share are critical. I am grateful that he is with us for this event.

As we seek to understand Joseph’s story and the current figures about global displacement (mentioned in this morning’s opening remarks), we clearly note the scale of the crisis, the percentages of children and young people who are disproportionately affected, the demographic shift toward cities, and the realities about where the vast majority of refugees are being hosted – not in my country, the United States, or even here in Europe, but rather in neighbouring countries in the affected regions. When we think about what this crisis means for education, we see that only:

- 50 percent of refugee children attend primary school
- 22 percent of refugee adolescents attend secondary school
- 1 percent of refugee youth go to university

Today, I would like to share two more stories, both of which are informed and inspired by work that I have been doing recently with colleagues and graduate students at Teachers College, Columbia University.

The first story is a composite that looks at the policies and practices surrounding urban refugee education and the ways in which they might influence a young girl. My colleague Garnett Russell will elaborate further on the purpose and findings of our urban refugee study during a workshop this afternoon. This morning I’ll draw on part of the study that looked at the response to the Syrian crisis in Lebanon as an example.

The second story looks at teacher professional development in Kakuma refugee camp in Kenya and the experiences of one teacher there; I will have an opportunity to share more about the teacher training initiative we are undertaking in Kakuma in an afternoon workshop as well. Both of these projects intersect in many ways with the key themes framing today’s event - urban refugees, teachers, psychosocial support, and ICTs.



Mary Mendenhall (Columbia University)

Let's turn to Lebanon:

Amira has been in Beirut for a couple of years now. She's a smart girl, but she and her family have been through incredibly difficult times since they fled their home in Syria. Her parents believe in the importance of education and support their children to go to school as best they can. There is a school in her neighbourhood, but the principal won't allow Amira to enrol as he faces immense pressure from the local community not to admit refugee children. So, Amira travels quite far from home, often alone, to get to school. She is frequently harassed on the street and on the bus. She and her parents are often stopped and interrogated as they navigate their way through the city to and from school. As Amira gets older, her parents worry even more about her safety.

Amira attends the afternoon shift at school, which was set up to accommodate Syrian refugee students. The classroom teacher is pleasant, but she seems tired and frustrated since so many kids in her classroom struggle to switch from Arabic to English or French, as required by the Lebanese curriculum. The teacher also doesn't always know what to do when the kids lash out or get upset. She has a hard time consoling the children when they seem to need some extra support.

Amira works hard at school and on her homework, but she's not sure what the future holds or if she'll be able to continue her studies. Amira's older brother missed out on a lot of schooling due to the crisis in Syria and the family's move to Beirut. He has been participating in language and skills-building activities offered by an NGO that supports youth, both refugees and Lebanese, but the organization abruptly stopped its activities last year due to a government crackdown on non-formal education programs. He's not sure what he'll do next, but hopes to find a job to support his family.

Despite the real struggles and understandable concerns expressed in this vignette, there are many positive things happening in Lebanon. The government has assumed the lead in overseeing and providing schooling, with help from donors and other actors, which is the best way to ensure sustainable access to quality education and certified learning opportunities. The Ministry of Education has managed to open approximately 238 double shift schedules in public schools to accommodate refugee learners. The government is leveraging donor support to expand access to displaced Syrian children as well as Lebanese children. But these efforts are also helping the government ultimately strengthen its own public education system and the quality of education for all learners – all of which are significant achievements that bode well for the longer term.

Of course, challenges remain. As the government has exercised its leadership on the provision of education, ten-

sions have emerged about who is responsible for providing non-formal education. The government has taken a strong stance on NGOs operating outside of their remit and has yet to clarify a non-formal education policy along with the roles and responsibilities for different actors working in that space. Civil society actors lament a narrowing operational space that provides few outlets for them to inform and influence decisions about education policies and programmes for refugees in Lebanon. Coincidentally, the Ministry feels as though civil society actors are undermining the government's efforts to meet the goals of getting more Syrian refugees into school.

While significant progress has been made in expanding Syrian refugees' access to public education, over 200,000 Syrian children remain out of school, many of whom might need access to different types of programmes depending on how long they have been out of school, as well as the demands on them to support themselves and their families.

Despite these challenges, what's interesting about the urban context is that it might just provide the push that all of us need to think differently about this work and to change the status quo.

While we continue to hear the same clarion calls for more effective coordination, better inter-sectoral linkages and approaches that bridge humanitarian and development partnerships and funding, don't urban settings demand this already?

If the government is able to take the lead in providing education through the national system, and that should be the case whenever feasible, how might the work of UN agencies and NGO actors need to fundamentally change? How might these different actors lend their expertise to better support community-based initiatives for education and livelihoods among refugee and host communities alike? How might government, humanitarian and development actors come together to support national teachers in host countries struggling to accommodate new and different profiles of learners in their classrooms, in a way that builds on each organization's respective strengths and in a way that ultimately benefits all learners?

And...how might international, national and local actors collaborate to create new models and programmes, through education, livelihoods, sports and the arts, that raise awareness and combat xenophobia and stereotypes against refugee populations and other perceived "outsiders" (another area that requires urgent attention)? There are no easy answers or quick fixes to any of these questions, but there appear to be new opportunities to rethink our collective approaches to refugee education policymaking and programming in urban spaces that might also mitigate some of the entrenched challenges



in other settings. Some of the answers to these questions may need to be tackled right here in the European cities and towns welcoming refugees as well.

#### Moving now to Kenya...

Peterson is a primary school teacher in Kakuma refugee camp near the border with South Sudan. Having grown up and gone to school in the camp, Peterson felt strongly about giving back and decided to become a teacher. Once he was hired, he was placed in a school where he taught several grades and classes of Social Studies and English. He received a few days of induction training and was then thrown into a classroom with 80-100 learners and few teaching and learning materials. He did his best and tried to model some of the teaching techniques he remembered from his own teachers inside and outside the camp. He had the added advantage of knowing the curriculum and the language of instruction as a student growing up in Kenya.

Despite the many obstacles, Peterson made every effort to become a better teacher. He willingly participated in a pilot teacher training that a team from my university facilitated a year or so ago. He made a big impression on all of us with his discerning questions and his command of the room. During a session on questioning techniques that teachers could use with their students, the teachers practised asking the facilitators open-ended questions (in an effort to move away from the call-and-response pattern you might typically see in classrooms in Kakuma). Where other teachers asked us, "What is your favourite subject to teach?" or "Where did you go to school?", Peterson, who used his meagre compensation to pay a local store clerk to allow him to watch BBC and Al-Jazeera on the TV, asked, – "How do you feel about the confederate flag coming down in South Carolina?" – a headline news story at the time we were visiting the camp about an historical symbol from the Civil War in the USA that many equate with racism and hatred.

At the time, Peterson was also studying to earn a diploma in teaching that was being offered in the camp by a Kenyan tertiary institute. At graduation, Peterson was celebrated for having won the highest grades in the entire class. Although Peterson has spent more time in Kenya

than he may ever spend in South Sudan, the diploma awarded to him by the Kenyan institution does not allow him to work as a teacher in Kenya due to modifications made to the eligibility criteria for refugee participants. While the diploma clearly has more value than the numerous certificates of participation given out by international organizations working in the camp, my university included, how helpful will it be if and when Peterson returns home or is resettled? This is yet to be determined.

Peterson is one of the lucky ones and has recently received one of the coveted DAFI scholarships through which he is now studying conflict resolution and humanitarian assistance. Peterson has all the makings of a brilliant University professor and one hopes that he will continue to be granted opportunities to thrive in whatever profession he chooses.

So, as we think about the sustainable development goals, the important emphasis on quality education and learning achievement, there is still room for considerable improvement in the ways in which we are supporting teachers working in displacement contexts, especially in the case of protracted crises.

Teaching is one of the hardest jobs in the world, and yet we throw unprepared teachers, with limited to no compensation, resources or learning materials, into an overcrowded classroom, often with a curriculum and language of instruction new to both teachers and learners; and hope for the best. We offer them certificates of participation, which they highly covet, but actually have little to no value in and of themselves. Most teachers will not thrive the way Peterson has.

And yet, even in these desperate situations, we come across teachers who despite all odds find ways to provide their students with meaningful learning opportunities.

Recognizing the creativity and resilience that these teachers demonstrate, it's also important to talk about psychosocial well-being (another topic for this afternoon). The training model that we are using in Kakuma was developed through an inter-agency effort of individuals



„[...] there appear to be new opportunities to rethink our collective approaches to refugee education policymaking and programming in urban spaces that might also mitigate some of the entrenched challenges in other settings.“

Mary Mendenhall



and organizations contributing to the Teachers in Crisis Contexts Working Group (many of whom are here today). In the development of those materials, we made a concerted effort to focus on teacher well-being as a core module in the training approach. Unfortunately, we find that some organizations interested in using the training pack are considering not covering that module for various reasons (e.g. time, resources). While protection and psychosocial support for the children, adolescents and youth we are all striving to serve is of the utmost importance, our Working Group would argue that so is the psychosocial well-being of the teachers and educators as they have often experienced the same displacement, loss, tragedy and frustration wrought by the crisis.

While we aim to narrow the digital divide for young people growing up in displacement, who are hungry for access to more and better resources and opportunities to connect, we cannot forget the teachers who are equally interested in these same opportunities. Never underestimate the power of a teacher with a phone and selfie stick! ICTs and other technological innovations also cannot replace the meaningful exchanges and learning opportunities that happen in the classroom when teachers are adequately supported.

A few weeks ago, in two separate conversations, a graduate student at my university on the one hand and a senior M&E specialist from an NGO attending a meeting on the other hand both asked the valid question about whether or not we should support teacher professional development, given the high turnover rates among teachers working in displacement contexts.

Until we actually provide the training and support that teachers need to be successful, we cannot answer that question. Until we sort out how to formally recognize their training through credentials that are honoured across the range of durable solutions, we cannot answer that question. Until we provide them decent compensation that allows them to support themselves and their families, and not be undercut by disproportionate compensation schemes that privilege less demanding jobs in education

and other sectors in camps, cities or elsewhere, we cannot answer that question. While we confront the teacher shortage not only in displacement contexts, but also around the world, we cannot answer that question.

I would also argue that, even if teachers leave the profession despite having received the right support along the way, this would still be a valuable investment, especially when those former teachers contribute in other ways to their families and the communities in which they are living and working. I think about what Peterson might do. I think about another talented head teacher from Kakuma who was recently resettled to Canada and wants to pursue social work.

When we think about the intersections between education and livelihoods, the work we are doing with teachers addresses many of the challenges – developing skills needed in the labour market, sustainability of employment options in the short- and long-term, and mobility and transferability of skills across places/countries. Teachers are always needed and must be better supported. Of course, this isn't only limited to displacement contexts, but is true the world over.

Despite the frustrations and cynicism that often creep into our efforts to provide education in conflict and crisis, I am always inspired and buoyed by the unfailing spirit of those most affected. One of the teachers participating in our project in Kakuma commented at the end of the training that "teachers are one big family". I am confident that we can do a better job of taking care of our family moving forward as well as the tens of millions of displaced people around the world today.

BMZ and INEE have put together today's event in a way that will allow us to look at a range of opportunities and challenges for improving the support we are collectively striving to provide displaced persons in terms of education and livelihoods. Events like these provide important opportunities for us to come together, catch our breaths from the daily grind, and to reflect critically on our work. We still have a lot to do, so let's get to it!

# Panel discussion: Education and skills development for displaced persons – what works?



”

Is now not the time to consider development of an international refugee curriculum, covering core knowledge, skills and values, supported by technological advancements allowing delivery by on-line distance learning?

Friedrich Affolter, UNICEF

”

The challenge we all face is to support host governments to fulfil their responsibilities to provide education to all refugees - how to make policy commitments real in practice.

Ita Sheehy, UNHCR



”

A current challenge is that, though host governments are aware of the presence of refugee communities in their countries, they still fail to budget and plan for refugee education within their education sector planning processes.

Suzanne Grant Lewis, UNESCO International Institute for Educational Planning

Chris Talbot moderated the panel. The rich exchanges between the panellists and their responses to comments and questions from the audience are summarised below.



Panel Discussants (f.l.t.r.): Chris Talbot (moderator), Ilse Hahn (BMZ), Friedrich Affolter (UNICEF), Ita Sheehy (UNHCR), Jesper Andersen (GPE), Suzanne Grant Lewis (IIEP UNESCO)

A panel of expert practitioners and policymakers discussed three major themes that are central to the provision of education in displacement contexts: access, quality and management. These themes are interrelated and interdependent. The panellists were:

**Friedrich Affolter, UNICEF**

**Jesper Andersen, Global Partnership for Education (GPE)**

**Suzanne Grant Lewis, UNESCO International Institute for Educational Planning**

**Ilse Hahn, German Federal Ministry for Economic Cooperation and Development (BMZ)**

**Ita Sheehy, UNHCR**

## ACCESS

### INTRODUCTION BY ITA SHEEHY (UNHCR)

Access in simple language means getting in, being part of the action. Joseph Munyambanza eloquently expressed to us this morning the strength and value of refugee-planned

and managed educational initiatives. UNHCR's recent Global Refugee Youth Consultations demonstrated that refugee children and youth want to be involved in the issues that concern them but often they are not consulted and not involved in decisions ostensibly made on their behalf.<sup>1</sup>

Many host governments are willing to grant access to refugee children to attend primary and secondary school. UNHCR's recent mapping of refugee education policy in 84 refugee-hosting countries revealed that 60 of those governments have no official restrictions on refugees enrolling in and attending local government schools. However, the means to meet the demand are often lacking, and policy is not always put into practice. In some countries, class sizes in refugee settlements reach 150 or even 200 pupils.

The New York Declaration from the September 2016 UN General Assembly includes commitments from many states to supporting refugee access to national services and systems, and this includes education. The Global Compact for Refugees, which is scheduled to be adopted by the UN General Assembly in September 2018, will deepen international commitment to helping host governments to meet the needs of refugees, including access to quality education.<sup>2</sup>

While traditional forms of primary and secondary schooling are vital, recent initiatives in the provision of

<sup>1</sup> For more details, see the report at <http://www.unhcr.org/protection/globalconsult/57e1126e7/final-report.html?query=Global%20Youth%20Consultation>.

<sup>2</sup> <http://www.unhcr.org/united-nations-summit-for-refugees-and-migrants.html>.



web-based distance post-secondary education to isolated refugee communities, encouraged by the Connected Learning Consortium partners, show a way forward to reaching refugees with accredited digital learning opportunities.

A key to making access effective is certification of learning attainments for asylum seekers, refugees and IDPs. Jackie Kirk led an excellent study of this, published by IIEP-UNESCO in 2009.<sup>3</sup> It was entitled Certification Counts. Jackie was right. Certification by government ministries opens up pathways for refugees and IDPs into formal education and on to further education and jobs. It is vital also for teachers to have their training certified.

The challenge we all face is to support host governments to fulfil their responsibilities to provide education to all refugees – how to make policy commitments real in practice.

## CONTRIBUTIONS FROM OTHER PANELLISTS AND QUESTIONS EMERGING

Few countries have legal frameworks and policies that guarantee refugees access to basic social services, including rights to education and to work. The international community needs to join forces to hold governments accountable to their commitments and encourage those who have not ratified key treaties around the rights of refugees and IDPs to do so as a starting point. One example is the African Union (AU) Convention for the Protection and Assistance of Internally Displaced Persons in Africa (the Kampala Convention), which has been ratified by only 25 out of 54 AU member states.<sup>4</sup>

The second story looks at teacher professional development in Kakuma refugee camp in Kenya and the experiences of one teacher there; I will have an opportunity to share more about the teacher training initiative we are undertaking in Kakuma in an afternoon workshop as well. Both of these projects intersect in many ways with the key themes framing today's event - urban refugees, teachers, psychosocial support, and ICTs.

*Are donors and implementing partners doing enough in the area of secondary education provision?*

Currently, greater emphasis is placed on access to primary education. In emergencies, and in post-disaster and post-conflict reconstruction, balanced investment across the whole of an education system is essential. There is a need to advocate for relevant secondary education which leads to employment and integration. Adolescents and youth who are forming their views and identities need support

through formal secondary education curricula. Failing such access, there is a risk that they learn from schools offering alternative, less positive and peaceful curricula.

*How can donors contribute more effectively to the education of IDPs and refugees in developing countries?*

86 percent of refugees live in developing countries, many of which can barely meet the needs of their own populations for basic services. Crises are increasingly protracted, which can result in long and severe interruptions to children's education. Based on a holistic view, many governments aim to support all levels of education. In contexts of forced displacement, it is crucial to offer education and psychosocial support for children; vocational and life skills training for adolescents; and employment opportunities for young people and adults.

Donors can:

- Do more to make sure funds are directed into the education sector.
- Become more flexible by selective and careful removal of unnecessarily rigid fiduciary requirements.
- Seek and support partners who can respond most effectively.
- Reinvest in forgotten crises that often remain unfunded.
- Support the schooling of both refugees and host community children.
- Invest in innovation and experimentation in access to education for refugees and IDPs, then support contextualised replication of promising approaches.

## QUALITY

### INTRODUCTION BY FRIEDRICH AFFOLTER (UNICEF)

Quality education is fit for purpose and adapted to each context. It has many different facets, which include but are not limited to:

*Teachers* – Adequate numbers of properly trained teachers, suitably motivated, compensated, supervised, monitored and evaluated, are cornerstones of the provision of education.

*Relevant curriculum* – Non-existent or irrelevant curricula can be drivers of conflict, as they contribute to the frustration of young people and their families. Displaced children are often required to follow a curriculum different from that of their areas of origin, sometimes delivered in unfamiliar languages. This can be immensely challenging to learners. Is now not the time to consider development of an international refugee curriculum, covering core knowledge,

<sup>3</sup> <http://unesdoc.unesco.org/images/0018/001809/180906e.pdf>.

<sup>4</sup> <http://www.au.int/en/treaties/african-union-convention-protection-and-assistance-internally-displaced-persons-africa>.



skills and values, supported by technological advancements allowing delivery by on-line distance learning?

*Vocational training* – Carefully designed and delivered with attention to local labour markets, vocational training can lead to employment and job creation.

Psychosocial support for learners and teachers – The emotional state profoundly affects children's and adolescents' readiness to learn. Children in conflict and displacement witness violence, loss and despair. They want to be and feel that they are useful contributors to their communities. Psychosocial support helps to overcome stress, builds motivation and strengthens resilience.

*Safe schools* – Action to ensure that schools are safe from military attack, occupation and use, and attention to the fostering of a protective learning environment, can enhance students' attainment of learning objectives. Safe schools will prevent and counter bullying, to strengthen the inclusion of all children.

## CONTRIBUTIONS FROM OTHER PANELLISTS AND QUESTIONS EMERGING

It is agreed that teachers are key in providing quality education. However, recruiting sufficient numbers of qualified, experienced teachers to work in refugee settings is always difficult. Better understanding is needed of the benefits and disadvantages of the engagement of refugee, national or contract teachers. Integration of refugee teachers into the teaching force is dependent on length of stay in the refugee setting, the receptivity and capacity of local communities, language of instruction, the curriculum in use, policies on employment of refugees, and many other issues.

Some interesting strategies around engaging teachers came out at IIEP's recent e-Forum.

- *Policy*: Developing a joint teacher development strategy, which describes the challenges and need for teacher recruitment, modalities of training, cross-border certification and teacher management practices (Kenya and Yemen)
- *Certification*: Enabling refugee teachers to attend government-certified colleges to earn certificates that are transferable to their country of origin or to a third country (Kenya with Somali refugee teachers)
- *Certification*: Allowing teachers who are not part of the Ministry of Education to sit for the teachers' national examination (Cambodia), and to obtain provincial or territorial certification (Canada)
- *Professional development*: Ensuring that teachers receive training in the host country language (as needed), as well as training in psycho-social support (PSS), special needs education, and child-centred teaching methodologies (Rwanda)

A positive example of integration of refugee teachers concerns Afghan teachers, who can teach in Pakistan

because they are allowed to attend three teacher-training institutions in Pakistan. They receive accreditation from the Afghan Ministry of Education and can work in both Afghanistan and Pakistan.

Donor support to refugee teachers' compensation (incentives), as practised by the German government in Turkey, allows greater stability in the teaching force, with positive impacts on quality.

With regard to the outcomes of high quality vocational training and its impact on job creation and employment, a study of vocational training programmes in Dadaab refugee camp in Kenya revealed that, while almost all young refugees desire job training and entrepreneurial skills training, large numbers are still unable to secure work or to start a business because of other barriers to success. In order to help young people integrate into the labour market, the type of training offered is crucial.

## MANAGEMENT

### INTRODUCTION BY SUZANNE GRANT LEWIS (IIEP-UNESCO)

The lack of data is a critical constraint for costing and financing of education in emergencies (EiE). This data gap weakens the case that is being built for the importance of further investment for EiE. Better data are also needed for monitoring and evaluating progress and effectiveness of interventions. Information gaps exist in the area of teachers and their qualification status, learner demographics, including which community they are from (IDP or refugee), learning attainment and several other aspects.

In some countries there is a reliance on parallel data collection systems to cover data gaps. This can yield good data on refugees but may also result in duplication or inconsistency. Parallel data systems are not sustainable, long-term solutions to the need for quality data for planning and management. On the other hand, if refugee education data are integrated within national education management information systems (EMIS), refugees may disappear from the presentation of the data, if they are not explicitly identified as refugees. Another area requiring further exploration is ensuring the protection of children during data collection exercises.

A current challenge is that, though host governments are aware of the presence of refugee communities in their countries, they still fail to budget and plan for refugee education within their education sector planning processes. The donor community as well as development and humanitarian partners need to continually advocate for the inclusion of refugee and IDP education needs within these sector plans.



Suzanne Grant Lewis (IIEP UNESCO)

## CONTRIBUTIONS FROM OTHER PANELLISTS AND QUESTIONS EMERGING

The *Education Cannot Wait* fund initiative emphasises the importance of strong data for planning and funding purposes. *Education Management Information Systems (EMIS)* should include refugees and IDPs. This needs to go beyond enrolment tracking to focus on tracking of retention and completion rates. However, some countries are conducting interesting experiments with collecting data on refugee education. In Chad, for example, rich data is being collected on gender aspects of educational provision.

*How do we keep track of refugee children on the move?* The European refugee crisis has opened up a particular set of problems as asylum seekers and refugees often first enter Greece or Italy and then they move into neighbouring countries, with different governments, ministries, UN offices, NGOs, curricula and languages of instruction. How do we deal with the educational handover of the refugees? In the interest of coordination and educational continuity for the children, do we need to create a tracking database that records key information on individual refugee children, e.g. the curriculum that the child was following, their school results or reports, their special learning needs, health status, etc.

*Unaccompanied children on the move* miss many years of schooling. Teenagers cannot be inserted into classes with young primary school children. They often need catch-up or accelerated learning programmes, which must be developed and budgeted.

## PARTICIPANTS' QUESTIONS AND COMMENTS WITH PANELLISTS' RESPONSES

*How can the monitoring and evaluation process be improved?*

Realistic indicators and results frameworks that can be achieved in emergency contexts must be selected and measured. There is too much fragmentation in this area at present.

*How are early childhood education needs to be addressed?*

Currently most EMIS do not capture data on early childhood (pre-school) education (ECE). To get such data there is still reliance on parallel data collection systems. Governments find it very hard to prioritise ECE as they cannot afford primary and secondary provision. UNICEF analysed education policies in 14 post-conflict, fragile countries and found very little commitment to ECE. UNICEF is also testing an ECE in emergencies kit. It may take a resolution in the United Nations to bring ECE into higher priority.

*How can attention be paid to the deeper structures of teaching and learning in displacement contexts, issues such as instructional design, students' emotional engagement, classroom management and student participation?*

Frankly, in refugee education providers struggle to find learning space and teachers. Yet attention to the deeper structures of teaching and learning is vital. Perhaps the engagement of academics can move the practitioner community forward.

*Given the fact that most refugees and IDPs do not go home for many years, how do we shift the planning paradigm towards education system strengthening to ensure both short-term responses and longer-term needs?*

The upcoming Global Compact on Refugees will address ways of systematically taking refugees and IDPs into account in national planning processes. National education systems need to be strengthened to prepare for emergencies and then supported to respond to them.

Some countries have education sector plans that are 'emergency-blind'. GPE is working with many partners to ensure that the onset of an emergency is not a shock. With UNHCR, GPE is working to include refugees in more education sector plans. With IIEP-UNESCO, GPE is focusing on transition planning processes. For both, flexible approaches to planning are crucial.

All governments should incorporate conflict and disaster risk reduction principles in their education planning processes. IIEP is working with governments to achieve that outcome.

Helping communities and nations to bridge from humanitarian relief to development is a top priority. Unfortunately, institutional priorities within donor governments can be an obstacle to that bridging.

*How realistic is the notion of a global refugee curriculum, given the crucial importance of curriculum planning as a sign of national sovereignty, and the desirability of curriculum being responsive to local communities' needs?*

A global refugee curriculum could be developed for situations where national authorities and international organisations have no access to children, schools and communities. It would not be imposed, but it could serve as a failsafe or fall-back in cases where children do not have access to national curricula.

It is worth studying what would be needed technically, politically, and in terms of policy and certification, to develop such an international refugee curriculum.

One participant noted that, in planning for education of children on the move, it is worthwhile to consider the experience of educating the children of migrant farm workers in the United States and other countries.

# Breakout session: Ensuring high quality education for children from mobile populations: Preliminary findings from a desk study



During the conference lunch break, Professor Caroline Dyer (University of Leeds) and Dr Stephanie Bengtsson (Wittgenstein Centre for Demography and Global Human Capital, Vienna) presented preliminary findings from a desk study, commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and Educate a Child (EAC) on the challenges and opportunities of providing high quality primary education for children from mobile communities.



## INTRODUCTION

Children from mobile communities are often economically, politically and socially marginalized. The regular provision of meaningful, relevant and quality primary education for these children is an enormous challenge. The study will inform programming, contribute to knowledge building and feed into policy dialogue and advocacy.

## METHODOLOGY

Two main components:

1. Literature review of scholarly and 'grey' literature
2. Qualitative semi-structured interviews



*Dr Stephanie Bengtsson (Wittgenstein Centre for Demography and Global Human Capital, Vienna)*

Although the study's findings are context dependent and not generalizable, lessons can be learned and transferred.

## MAIN SECTIONS OF THE REPORT

1. Mapping the current state of primary education for mobile populations of concern
2. Mapping effective primary education interventions for mobile populations of concern
3. Policy, practice, and research recommendations

## REFUGEES AND IDPS

### CROSS CUTTING THEMES

1. Context
  - Access to and quality of primary education for forcibly displaced children is limited and uneven across the world.
  - Challenges and solutions vary dramatically according to context.
  - Lessons are not easily (or usefully) generalizable.
2. Lifelong learning
  - The average time spent in displacement is 20 years: many displaced children will only ever be educated in exile.
  - Access to early childhood care and education leads to more equal learning outcomes in primary school.

*Caroline Dyer (University of Leeds)*





- Secondary and higher education opportunities motivate parents and children at primary level to continue schooling.
3. Protection
- Education can be stabilizing and protective, particularly for younger displaced children (primary age).
  - Schools are inter-sectoral service delivery platforms.
  - Low quality education loses its protective value.
  - Schools and learners are often targeted in conflicts.

## CHALLENGES

1. There is a gap in the education research on responding to protracted crises and disjointed nature of displacement.
2. Pathways within and between research, policy and practice dimensions are weak.
3. More research is needed on improving the absorptive capacity of schools and on the diverse needs of students and teachers.
4. Sustainable funding mechanisms that respond to both short-term and long-term educational needs are required.

## EFFECTIVE APPROACHES AND STRATEGIES

1. Genuine engagement with affected communities
  - Building cultural awareness to inform community sensitization and education interventions
  - Responding to whole communities by considering population dynamics and interactions between different population groups
2. Addressing equity issues to promote access and participation
  - Certain equity groups among displaced populations are doubly disadvantaged.
  - Even if they are able to enrol in primary school, retention and completion rates remain low.
3. Paying particular attention to the needs of doubly disadvantaged displaced children can have powerful effects (i.e. improved retention and completion rates, better learning outcomes).

## CHILDREN IN PASTORALIST AND SEASONALLY MIGRATING FAMILIES

### CROSS CUTTING THEMES

1. Formal education is a contested resource.
  - There is a questionable fit for formal education within a pastoralist livelihood as indigenous knowledge is undervalued. Tensions exist over the curriculum and relevance of formal education within a wider context of increasingly insecure pastoralist livelihoods.
  - Formal education is not always seen as a means to well-being or social mobility among seasonal migrants.

- Very low school quality in many 'remote rural' areas, which are pastoralist regions, undermines participation.
2. Interrupted learning is characteristic.
    - Seasonal mobility interrupts schooling and demands flexible responses.
    - High dependence on non-state interventions to catalyse innovation – how to scale up?
  3. These populations are flying under the policy radar.
    - Policy narratives have some focus but implementation is under-resourced; major gaps remain.
    - Developing effective localised strategies is constrained by major limitations of the evidence base.
    - A focus on access overshadows key issues of livelihood relevance.
    - Integrated planning is needed, yet sectoral planning persists, with limited capacity to link education to livelihoods and local contexts.

## CHALLENGES

- There is a strong focus on delivery modalities and access, less on learning.
- Participation in formal education carries risks and costs for some mobile livelihoods.
- There are information gaps and a very weak evidence base.
- Mainstreaming children into the formal school network is an emerging response that depends on largely under-resourced schools with known quality issues.
- Alternative basic education is on the rise, yet may reinforce social inequalities.
- How should the curriculum of formal education respond to rapidly changing environments?
- Embedding education within an integrated development planning approach is a challenge.
- There is an emerging need to focus on secondary education.

## EFFECTIVE APPROACHES

1. Tackling interactive learning by maintaining participation in the formal school system
  - Learner tracking initiatives – Registers and network cards
  - Boosting learning to sustain participation – Bridge camps, learning enrichment classes and learner support
  - Preventing migration – Hostel arrangements in the home area
  - Boarding schools – Safe spaces for girls?
  - On-site schools and crèche facilities – Engaging children while adults work on site
2. Engaging with mainstream quality improvement
  - Supporting expansion of patchy school networks
  - Providing professional development for teachers

- Providing inputs, e.g., curriculum materials in local languages
3. Making provision mobile
    - Mobile schools
    - Mobile libraries
    - Questions over teachers
  4. Distance learning
    - Some policy movement, but there is more to be done on the ground.
  5. Improving accountability: practices of advocacy
    - Using goal frameworks and legislative instruments
    - Improving participation and system performance – working through the system to grow capabilities / accountability
    - Networking and filling information deficits
    - Promoting the value of education within communities
    - Integrated planning to enhance the relevance of formal education

## CLOSING ACTIVITY

The session ended with a participatory activity in pairs, focussed on either:

- One example of an effective approach to primary education for a particular group of mobile children or
- One key element necessary for a primary education intervention targeting mobile children to be effective.

# Workshops



Workshop 1: Urban refugees:  
Making the invisible visible



Workshop 2: Teachers in contexts  
of forced displacement



Workshop 3: Psychosocial support  
and socio-emotional learning in  
emergency education settings –  
how to ensure a quality response



Workshop 4: Information and  
Communication Technology (ICT)  
for higher education and skills de-  
velopment in forced displacement  
– creating better opportunities for  
qualification and lifelong learning

## WORKSHOP 1: URBAN REFUGEES: MAKING THE INVISIBLE VISIBLE

### Contributors

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SONIA BEN ALI (CO-FOUNDER AND EXECUTIVE DIRECTOR, URBAN REFUGEES)

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SUSAN GARNETT RUSSELL (ASSISTANT PROFESSOR, INTERNATIONAL AND COMPARATIVE EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY )

### Facilitator

ADRIAN TAYLOR (4SING GMBH )

## A BRIEF INTRODUCTION TO THE SESSION

Images of countless rows of stained white tents somewhere in isolation in the desert are still the most common setting that comes to people's minds when thinking of refugees: an image that does not reflect the actual living conditions of people in forced displacement today.

Nearly two thirds of the world's refugee population live in urban settings or informal camps. Urban refugees face similar problems as the (local) urban poor, such as overcrowded shelter, but are confronted with additional challenges related to their refugee status.<sup>5</sup> Often, they remain unregistered and thus outside the humanitarian aid system. Deprived of a legal status, they not only lack access to basic humanitarian services but to education and vocational training, and ultimately formal employment.

Invisible to public authorities and aid agencies, many are forced to take up work in the informal sector and are frequently subject to exploitation, harassment, intimidation, unstable employment and dangerous working conditions. However, being invisible is both a coping strategy and the cause they often remain untraceable for aid agencies.

National governments, local administration, international and civil society organisations are increasingly concerned with the growing trend of (unregistered) urban refugees. Given that protracted displacement may last up to 20 years, we need to acknowledge and respond to the fact that the concept of refugee camps somewhere 'outsourced' to the desert is not an adequate response to today's world-wide displacement and migration trends. 'Most refugees are capable of working and providing for themselves, but many host countries restrict their rights to work. The result is an inefficient aid-based approach that wastes talent,

„Most refugees are capable of working and providing for themselves, but many host countries restrict their rights to work. The result is an inefficient aid-based approach that wastes talent, drives people to the informal sector, and entrenches isolation and dependency.“

drives people to the informal sector, and entrenches isolation and dependency,'<sup>6</sup> states a recent report by Refugee Cities, an NGO dedicated to create special economic zones for refugees.

Governments and other concerned stakeholders need to address aspects beyond the mere provision of basic humanitarian services: the access to education, vocational training and ultimately decent employment is of key relevance for urban refugees.

An international panel of experts presented their findings and observations on this matter and, along with the audience, discussed potential options to address the situation more coherently.

## FORCED DISPLACEMENT IN THE 21ST CENTURY: CITIES ARE THE NEW CAMPS

'The traditional image of refugees living in sprawling tents no longer tells the true story of refugee movements in the 21st century. Most refugees now make their ways to the cities as refugee camps present extremely poor living and security conditions. Although they are supposed to be temporary, many refugee camps are maintained for years. Compared to camps, cities present obvious opportunities to build a better future, and that's why millions of refugees now live in urban settings,' stated Sonia Ben Ali, Co-Founder and Executive Director of the NGO Urban Refugees in her introduction to the workshop. She continued, 'We

„Compared to camps, cities present obvious opportunities to build a better future, and that's why millions of refugees now live in urban settings.“

<sup>5</sup> International Rescue Committee (2011) <https://www.rescueuk.org/sites/default/files/document/986/201112urbanrefsforechoadvocacyevent0.pdf>.

<sup>6</sup> Refugee Cities (2016) <https://refugeecities.files.wordpress.com/2016/11/refugee-cities-concept-paper-november-2016.pdf>.



need to raise awareness for and respond to the particular needs of refugees in urban areas.'

## URBAN REFUGEES: A CASE STUDY ON POLICIES AND ACCESS TO EDUCATION

Susan Garnett Russell, Assistant Professor at Teachers College, Columbia University, seconded the statement by presenting the findings of a recent study that she and her team conducted on urban refugees and their access to basic education.

Its methodology included a desk review, a global survey with 190 respondents from 16 countries and three case studies involving 90 participants in Ecuador, Kenya and Lebanon. 'Urban refugees form a population at the intersection of urban, refugee and vulnerable populations,' Russell said. The study revealed deficiencies in the provision of basic education to urban refugees particularly in countries which have not ratified international treaties, such as the 1951 Convention on the Status of Refugees and its 1967 protocol, the 1966 International Covenant on Economic, Social and Cultural Rights, and the Convention on the Rights of the Child; or which have ratified them with reservations affecting education.

When asked how inclusive national policies are for urban refugees, organisations working in countries that have ratified these international treaties are significantly more likely to view national policies as inclusive. However, not only the absence of adequate policies, but national policies themselves are becoming a tool to restrict access across different domains of education policy from school registration to certification to teacher recruitment.

In addition, policy implementation remains critical. Policies are crucial to address and regulate school registration, tuition fees, examinations and the inclusion of persons on the basis of gender, disability or language. Furthermore, bureaucratic and systemic issues such as limited space and capacity in government schools and political hurdles, including the autonomy of local school administrators, and rising xenophobia and discrimination against refugee populations, slow down the execution of policies.

Russell concluded her input stressing the importance of policy implementation to promote the integration and inclusion of refugee children into formal education systems.

Graphic recording by Gabriele Schlipf







*f.l.t.r. Mohamed Badran (GIZ),  
Sonia Ben Ali (Urban Refugees)*

## HOW TO RESPOND?

Nejat Kocabay, Senior Programme Officer with the ILO in Turkey and Mohamed Badran, representing GIZ Jordan, contributed to the discussion by sharing their experiences with the massive influx of Syrian refugees into Turkey and Jordan in the context of the ongoing conflict in Syria. Presently Turkey alone hosts 2.7 million Syrian refugees, of whom 90 % live in cities.

Mohamad Badran and Nejat Kocabay highlighted the importance of technical and vocational education and training as a means to enhance refugees' employability within their host communities while pointing out the legal limitations refugees are facing in terms of access to skills development measures and labour markets.

There are several aspects to consider in the design and implementation of skills development programmes: Are there any legal restrictions that prevent refugees from taking part in skills development measures? And even if they are legally entitled, do they have the educational background required to take part? How can they acquire the language skills required? Will they be able to obtain a work permit upon the completion of their vocational training? Will their qualifications be recognised outside the host country?

The legal and political frameworks for dealing with refugees vary enormously from one country to another, as does their access to TVET, skills development training and the labour market. These are often highly sensitive political issues.

86 per cent of refugees flee to developing countries, to countries already suffering from inadequate infrastructure, poor economic prospects and scarce resources. Trying to provide adequate supplies for the high number of refugees places a huge additional burden on national governments and their local administration.

At the 'Supporting Syria and the Region' conference held in London in February 2016, co-hosted by the U.K., Germany, Kuwait, Norway, and the United Nations, former British Foreign Secretary, David Miliband, called for a million work permits to be issued to Syrians, 200,000 each in Jordan and Lebanon, and 600,000 in Turkey. Turkey issued a decree in January 2016 allowing work permits for Syrians. Jordan committed to provide 200,000 work permits for Syrian refugees in exchange for aid and the opening of European markets to goods or special economic zones. The ILO has praised the Jordanian and Turkish governments for issuing work permits, despite the topic being politically charged in both countries. Providing access to the formal labour market is of immense political and psychological significance.

Despite acknowledging the achievements of national governments, reflections from the audience demanded more coherence among development and humanitarian actors while strongly advocating for refugee-led initiatives. Lowering administrative barriers to proposal-based funding was highlighted as a crucial prerequisite to allow refugees to move away from mere aid recipients to sovereign advocates of their social and economic future.

## WORKSHOP 2: TEACHERS IN CONTEXTS OF FORCED DISPLACEMENT

### Contributors

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CYRIL BRANDT (UNIVERSITY OF AMSTERDAM)  
MARY MENDENHALL (TEACHERS COLLEGE, COLUMBIA UNIVERSITY)  
DENNIS SINYOLO (EDUCATION INTERNATIONAL)  
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### Facilitator

RUTH NAYLOR (EDUCATION DEVELOPMENT TRUST)

Well-trained teachers and trainers are key agents for quality education. However, contexts of forced displacement present a number of particular challenges such as the recognition of (prior) qualifications, recruitment, the issuance of work permits, contractual status, compensation, teacher training, working conditions, code of conduct, supervision, and psychosocial and other forms of support for teachers.

This session explored these issues through looking at them from specific perspectives:

- **Teacher recruitment:** Identifying (potential) teachers in displaced populations, recognition of skills (qualifications and certification).
- **Teacher training:** How to equip teachers with the skills to meet the needs of displaced learners?
- **Teacher wellbeing and retention:** What keeps teachers going in situations of forced displacement?

Introductions were given through short presentations, followed by in-depth focus group discussions.

## TEACHER RECRUITMENT

James Lawrie of Save the Children presented on this theme.

### MORE TEACHERS, TEACHING EFFECTIVELY, EVERY DAY

In response to the chronic global shortage of well-trained teachers, Save the Children is working towards: More teachers, teaching effectively, every day.

This implies a sufficiently large qualified teaching cadre, teaching every day according to high standards, in every area of learning: cognitive, affective and psychomotor.

Displaced teachers are the best choice for displaced populations, because they speak the children's language, they have relevant and recent experience, and they are from within the displaced community and accountable to it. Teachers

can strengthen their self-worth, professionalism and income. They are retained within the profession, and are able to maintain their skillset.

Host governments fear the high costs of employing refugee teachers and de-professionalization of their own teaching cadre through accreditation of them. They also may not want to have refugee populations staying in their country indefinitely.

A solution to the teacher supply crisis in emergencies: In each displaced setting the (inter)national education community unites around enabling systems for accelerated (re) accreditation of displaced teachers, so they can teach their children, effectively, every day. This can be accomplished through a competency-based process leading to qualifications, continuous professional development, and fixed-term contracts, with the aim of granting full teacher status to displaced teachers.

## DISCUSSION ON TEACHER RECRUITMENT

The discussion covered the following aspects:

There is a need for research on teachers in displacement and analysis on the issues concerning the host government's role. Teachers are recruited by governments, local groups, individual schools or NGOs. One major challenge is how to get community-recruited teachers into a formal position, with training/accreditation and salary. Barriers for teacher recruitment are often related to host country labour laws, for instance on available types of contracts. There is a need to explore more about how governments address barriers to teacher recruitment and training.

Salaries are pointed out as a fundamental issue for teacher recruitment. There is a lack of harmonisation of salary aspects. Another issue is that teachers' salaries in contexts of forced displacement are often seen as a financial burden on national governments' budgets. The idea of an analysis on the cost effectiveness of increasing teacher salaries versus providing more training is raised.

Another important aspect for teacher recruitment is the professional recognition of teachers. Teaching is a profession requiring accreditation (of qualifications) and certification (of experience). The processes of accreditation and certification must be accelerated. Certification needs to be internationally recognized, especially in cross-border and regional situations. Alternative paths to certification, especially to enhance the recruitment of women teachers, need to be discussed with governments.

Overall, participants agreed on the need of improved coordination between stakeholders and the importance of the joint planning of humanitarian response and development interventions to build on foundations set during emergency phase.

The group suggests the following priority action areas:

1. Accelerated accreditation of refugee teachers must be pursued as a high priority. Essential steps should include understanding research and evidence of how international agencies can work with governments better to incorporate the necessary teacher policies in their recruitment practices.
2. Better data on teachers would help international agencies and governments to address the problems of ghost teachers.

These steps require collective advocacy amongst UN agencies and NGOs. The measure of success will be: More teachers, teaching more effectively, every day.

## TEACHER PROFESSIONAL DEVELOPMENT

Mary Mendenhall of Teachers College, Columbia University, presented on this theme.

### TEACHERS FOR TEACHERS (KAKUMA REFUGEE CAMP, KENYA)

Refugee teachers are resilient and creative but the challenges they face are real and pressing. Kakuma refugee camp has 21 primary schools serving almost 60,000 stu-

dents. The primary school enrolment rate is 73 percent; the secondary enrolment rate is 2 percent. These schools have 562 teachers of whom 483 are refugees. Only 31 percent of those teachers are trained. In 2015, Teachers College Columbia University partnered with Finn Church Aid, UNHCR and Lutheran World Federation to develop and test an integrated professional development opportunity that would help to improve the quality of education in areas of crisis. The following initiative has been designed uniquely for refugee teachers in Kakuma, with an eye towards providing sustained support to teachers here and possibly in other settings.

The initiative is built on a combination of training, coaching, mentoring. It does not rely on onetime teacher workshops.

Training is continuous. In cohorts of 25 to 30 persons, teachers learn new techniques and methodologies – crafted particularly for emergency contexts – that they can immediately begin putting into practice. The training focusses on child-wellbeing, pedagogy, planning and inclusion.

Afterwards, coaching is offered. While applying learning from the training sessions, teachers have the opportunity to raise questions and receive one-to-one support from peer teachers. These sessions are great for reflecting on challenges together, such as dealing with over-aged children, inclusion, over-crowded classrooms, etc.



Mary Mendenhall (Columbia University)



In addition, teachers benefit from having access to external resources through mobile mentoring. This is a great opportunity to troubleshoot together and build on the learning process in a virtual cohort through WhatsApp and a secret Facebook group.

## DISCUSSION ON TEACHER PROFESSIONAL DEVELOPMENT

A major issue that was discussed covered characteristics of good teacher training. It was agreed that a continuous training approach combined with a constructive supervision/support system is necessary and that one-time trainings should be avoided. Trainings should also be connected with the values of the community and its vision for the future so that all actors can support each other in a better way. Teachers should also be seen as active agents. In emergency settings, preparing teachers on peacebuilding should be definitely a focus as well as practice time in the classroom. Good teacher training connects with teacher management policies.

Further issues were the need for quantitative and qualitative evidence about what works and why, added value of technology (with proper support), opportunities for collaboration across schools, sites and countries, reflection on teaching practice as well as teacher identity and psychosocial well-being of teachers (connections to their communities are crucial).

Of high importance for the participants was the role of teacher trainers, which is often a missing layer. What are their modelling practices and what are the challenges when having head teachers/principals as teacher trainers?

The group agreed with broadening the concept from teacher training to teacher education, including a continuous support system, which needs more and long-term resources.

## TEACHER WELL-BEING AND RETENTION

Cyril Brandt of the University of Amsterdam presented on this theme.

There is little data on urban refugee and internally displaced teachers. From observation, we find many refugee and IDP teachers not being paid but still going to school and teaching. This might illustrate the relative importance of intrinsic vs. extrinsic motivation. There are other explanations: 'I did it voluntarily, but I had to.' Teachers are frequently caught between armed groups and the state. The government (or its opponents) can order teachers to work in certain areas. Teachers are usually the only civil servants in most villages and, after displacement, are the front-line of returning to their villages.

## FACTORS AFFECTING TEACHER MOTIVATION IN FRAGILE CONTEXTS

- Community: The security situation influences teacher behaviour as does status and a sense of being appreciated in the community.
- Government: Governments can motivate teachers through formal accreditation and adequate salaries.

Perceptions of their resilience may put teachers in compromised and dangerous positions as the front-line actors tasked with maintaining the status quo. Teachers can be caught in the middle of political, ideological, sectarian, and military struggles in conflict-affected countries and caught between the state's projects of modernization and the communities' very opposition and resistance to such endeavours.

Currently, research, monitoring and reporting pays too little attention to the impact of attacks on education systems, such as the negative effects on teacher retention and recruitment. Research on teacher retention needs to be more conflict-sensitive. Quantitative data ought to be complemented with ethnographic qualitative data.

## DISCUSSION ON TEACHER WELL-BEING AND RETENTION

The group discussed "drivers" of teacher well-being, such as the need for recognition of teachers and the teaching profession, the importance of salary as well as the availability of qualification/certification, including mechanisms for improving qualifications of teachers and their career path. Work load, stress and safety concerns are common threats for teacher well-being. Important drivers also include social services for teachers themselves, enabling environments including adequate materials as well as mechanisms to facilitate student well-being. Investing to ensure a good work environment may be more important than more training on how to teach. Assessments frequently do not take these aspects into consideration.

Affected countries seem to look to donor countries for solutions. But do "we" have the right qualifications to support internationally displaced teachers? What qualifications do aid workers need to work on education in emergencies? Qualified professionals with psychosocial skills are scarce in this area. Mentoring of new aid workers should be provided. The importance of cultural sensitivity was raised. In order to support teachers, we need to give teachers voice.

- Governments, UN bodies, school management, and communities should enhance teacher well-being and retention by:
- Recognizing teachers as professionals and strengthening teachers' voice and social dialogue mechanisms in these settings.

- Recognizing teaching in emergencies as a multifaceted activity – it needs to be planned for and financed predictably in the long term. Remuneration, career path, teaching conditions, classroom resources, and social welfare should be taken into consideration to ensure teacher motivation. Teaching and learning materials, psychosocial support for teachers and students, personnel for non-teaching tasks and health care are other important factors.
- Conducting further research to understand teachers' concerns and provide better data.

## GROUP'S CONCLUSIONS

Final conclusions, led by David Sinyolo and Edem Adubra, are as follows:

- Refugees and IDPs situations: key are the different dimensions of teacher policies that are also bound to all other education systems.
- Well-being, retention and remuneration are interrelated and multi-faceted
  - Recognizing teaching as a profession
  - Accelerated (re-)accreditation
  - International/regional certification
  - Continuous professional development
  - International teacher education curriculum
  - Communities of practice and support network
- Social dialogue with all relevant actors
  - Teachers' voices, teachers at the centre
- Advocacy is also needed for long-term predictable funding
- Efficient and effective teacher management systems: research and data are necessary
- Teachers greatly need adequate numbers of appropriate teaching and learning resources/materials

## WORKSHOP 3: PSYCHOSOCIAL SUPPORT AND SOCIO-EMOTIONAL LEARNING IN EMERGENCY EDUCATION SETTINGS – HOW TO ENSURE A QUALITY RESPONSE

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## SUMMARY

This workshop aimed to clarify terminologies and concepts surrounding psychosocial support (PSS) and social and emotional learning (SEL) in emergency education settings, as well as to explore challenges surrounding monitoring and evaluation (M&E) of PSS and SEL programmes to ensure a quality response for children, young people, and adults affected by crises.

## INTRODUCTION TO PSS AND SEL

Vania Alves gave an overview of terminologies relating to PSS and SEL. She presented the recently-published INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings, which aims to clarify terminologies, definitions, and the scope of PSS and SEL work in relation to education in emergency situations. Vania shared with workshop participants the following definitions, which emerged from her research:

- **Mental health:** a level of psychological well-being, or an absence of mental illness.
- **PSS:** any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorders.
- **SEL:** a process of acquiring social and emotional values, attitudes, competencies, knowledge, and skills that are essential for learning, being effective, well-being, and success in life.

Vania described the points of convergence and divergence between PSS and SEL. For example, both PSS and SEL focus on children's holistic development by recognizing their

multiple needs. Both SEL and PSS centre their approaches on the school-family-community-society partnerships that provide the best foundation for promoting the development of all children. On the other hand, SEL programming employs a whole-child skill-building approach that is focused primarily on building assets, not on preventing problems. PSS tends to be more preventative and curative in nature. The most distinctive features of SEL are that it is intentionally linked to academic learning, is an integral component of school curriculum, and designed to be implemented in learning spaces.

Finally, Vania introduced the future work of INEE in this field: Building on the INEE Background Paper and research to clarify the scope of PSS and SEL work, INEE will develop a practical guidance note on PSS aimed at multiple stakeholders working at field level to deliver PSS for children and youth affected by crisis.

## PANEL DISCUSSION ON QUALITY DIMENSIONS AND M&E OF PSS AND SEL

Friedrich Affolter (UNICEF) moderated a discussion with two experts on PSS, David Becker (Office for Psychosocial Issues and GIZ Consultant) and SEL, Paul Frisoli (International Rescue Committee), focusing on points of convergence and divergence between PSS and SEL programming and on methods of monitoring and evaluation (M&E) for a quality response.

The experts agreed that PSS and SEL are two concepts that lie very close by one another, but that different terminologies are often reflective of different schools of thought that stand behind them. For example, while education specialists more readily identify with the concept of SEL, health specialists often rather refer to PSS and mental health. However, SEL may be seen to fall under the umbrella of PSS and the two schools of thought are thus not contradictory. The acknowledgment of the conceptual commonalities and overlaps of PSS and SEL can help in promoting an effective collaboration across sectors. In contrast, a strong sense of ownership for a specific concept or framing of it can hinder collaboration across sectors.

One of the most common difficulties with implementation was seen to lie in the perception of PSS or SEL as an 'add-on' rather than as an integral part of school culture, pedagogy and didactics. It was also noted that the idea of an intervention pyramid that foresees only few cases at the top of the pyramid requiring specialised services such as mental health care, while the majority of cases (at the bottom of the pyramid) are in need of 'only' non-specialised services, is questionable, particularly in contexts of protracted crisis. In such contexts, PSS / SEL should also address topics that have become part of children's day-to-day realities including the experience of death.

With respect to the challenges of M&E, it was highlighted that complex constructs such as well-being are often hard to measure or not measurable. Furthermore, *ceteris paribus* conditions with respect to factors that affect constructs such as well-being are far from being met in crisis situations. Consequently, M&E systems could benefit from process indicators and qualitative descriptions, as well as from leaving room to account for unexpected results. With respect to M&E of SEL programmes, a SEL community of practice exists that can share experiences with the implementation of different monitoring tools, such as with the International Development and Early Learning (IDELA) tool developed by Save the Children. In part, due to the embedding of SEL into the education sector, linkages between SEL programmes and learning outcomes have been one important area of research and positive linkages have been confirmed in a recent meta-analysis (see for example Durlak et al., 2011).

## GETTING TO KNOW DIFFERENT PSS INTERVENTIONS

Five case studies were presented in small groups and interactions of workshop participants informed field-level programming in four different contexts (Lebanon, Turkey, Palestine, and Yemen).

Case study presenters (listed below) shared a short summary of the case with workshop participants through a two-minute “flash presentation”. The presenters also shared a snapshot of how their organization measures success in their programme and introduced two questions they planned to discuss in small groups. Based on these short presentations (and case studies which were circulated prior to the workshop), participants chose which case to discuss in a small group. Please see case study information and small group discussion summary in the next section.

1. IRC – Preschool healing classrooms in Lebanon (Paul Frisoli)
2. Right to Play – A play-based learning programme in Lebanon (Janine Ayoub)
3. DVV Institute for International Cooperation of the German Adult Education Association – Psychosocial support through community education centres in Turkey (Maja Avramovska)
4. NRC – School-based psychosocial and educational approaches – Better Learning Project in Palestine (Camilla Lodi)
5. BMZ/GIZ – Multi-level psychosocial educational support in Yemen (Kristina Willebrand)

## REFLECTION AND ANALYSIS OF INTERVENTION PROGRAMMES IN SMALL GROUPS

### 1. IRC – Preschool healing classrooms in Lebanon (Paul Frisoli)

Paul Frisoli introduced the group to the Preschool Healing Classrooms (PHC) programme that was implemented as a four-month pilot in Lebanon with a scale-up programme starting. The programme recognizes that early experiences shape the development of neurological and biological systems during the critical first years of life. The programme responds to the needs of young children experiencing distress and displacement by providing nurturing, safe and consistent learning experiences through play, exploration and social interactions. The programme’s curriculum draws from the Lebanese Ministry of Education and Higher Education (MEHE) preschool curriculum, and is infused with PHC content focusing on strengthening social-emotional skills to build young children’s resiliency. The pilot programme targeted 300 Syrian young children (ages 3-5) living in tented communities in Northern Lebanon (Akkar and Bekaa regions). The pilot tested children’s cognitive and socio-emotional skills at baseline and end-line of the intervention. The results show strong improvements in children’s motor skills, early literacy, early numeracy, socio-emotional skills and executive functions. The group’s discussion focused on the following topics and thoughts:

- The IRC programme drew on a validated tool (International Development and Early Learning: IDELA developed by Save the Children) which was experienced as a cost-effective and adaptable tool that was suitable to the programme’s measurement purposes.
- With respect to transferability of measurement tools across different countries and contexts, the question was raised whether there are universal quality dimensions that would justify the use of the same measurement instruments across countries and contexts.
- Paul discussed how frequently encountered gaps between programming / planning and implementation can be avoided. Monitoring could play an important role in this. Process monitoring can help in alleviating such a gap, which, however, often implies higher costs. Potentials for cost-effective solutions may thereby lie in digitized approaches. Furthermore, a reduction of the planning-implementation gap should aim at bringing very low alignments up (e.g. from 10 percent to 80 percent) rather than to ensure 100 percent alignment. Process monitoring data should be formative, i.e., directly usable by implementing staff such as caregivers so that they can contribute to continuous quality improvements.
- The IRC programme has not yet tracked longitudinally whether the ECE preschool healing classrooms also positively affect later academic achievement. This, however, seems to be of high relevance to donors.
- Different recipients of M&E data have different expectations. A non-experimental design, i.e. non-randomized,



will most likely suffice the scientific standards of donors and implementers and are less costly and ethically of less concern than randomized designs.

- The group acknowledged that different mechanisms for quality improvement in addition to M&E should also be accounted for, including mechanisms for recognition and accountability including peer-to-peer models.

## 2. Right to Play (RTP) – A play-based learning programme in Lebanon (Janine Ayoub)

Initially focused on Palestinian refugee children since 2006, since 2013 RTP has also been delivering programs in Lebanon that help address the impact of the Syrian crisis on children and local host communities. In 2015, RTP reached more than 27,400 Syrian children and youth living in Lebanon through weekly play programmes. Janine Ayoub presented the Transforming Attitudes, Approaches and Learning Outcomes in the Middle East (TAALOM) Education programme to workshop participants. Janine introduced this case study through play: Participants played a game that RTP carries out with children living in situations of displacement (both displaced children and children from host communities). The game focused on the issue of discrimination. This led directly into a discussion on how Right to Play could improve M&E of its programmes in Lebanon.

The group went into the specifics of how success is measured by RTP: Games are introduced to teachers working in schools via coaches. Teachers feed information back to RTP through evaluation forms, which allow them the space to reflect on the appropriateness and usefulness of the play-based methods they are taught to use with children. This continual evaluation approach allows RTP to adapt its programme rapidly based on feedback from teachers. RTP also evaluates the percentage of participating children who demonstrate life skills (disaggregated by M/F and core life skills), as well as the change in teachers' attitudes as manifested in classroom observations by RTP staff. Participants discussed alternatives for improving these evaluations, based on the fact that current evaluation tools do not allow to clearly distinguish whether teachers are using the approach as an additional tool to their traditional teaching paradigm or whether they truly have adopted a new paradigm, allowing this to become a new culture instead of a simple tool. This issue is relevant to the long-term impact and sustainability of the programmes.

Overall evaluations so far have shown that the play-based approach introduced by RTP in Lebanon has a positive effect on children's collaboration, empathy, peer support, and self-esteem. It also improves the dynamic between students and teachers, and many teachers find classes easier to teach after several months of implementing RTP's play-based learning methods. Moreover, results of evaluations have shown that RTP's teaching approach had

a profound impact on boys: It allowed many boys to move from a destructive role in class to cooperative role. It has boosted both boys and girls in their self-confidence.

## 3. Adult Education Association – Psychosocial support through community education centres in Turkey (Maja Avramovska)

The DVV International Institute for International Co-operation of the German Adult Education Association together with YUVA Association has established several community education centres in Turkey to respond to the needs of Syrian refugees and local host communities. The programme's target group includes newly arrived Syrian refugees, women, children and those who do not yet feel integrated into the Turkish community. The programme works through mixed teams of Syrian and Turkish teachers and volunteers and relies on approaches and methods of adult education. The community centres have operated since 2013 and, so far, more than 28,000 Syrian, Kurdish, and Turkish people have been reached. Between 2013 and 2016, 2,000 people benefitted from community centres' psychosocial support programmes.

The group further explored the means of implementation of the psychosocial programme. It is the aim of the programme to improve participants' well-being. Artistic activities, life skills training, and awareness-raising activities form the main components. Artistic and cultural activities therefore include photographic exhibitions, artistic workshops, excursions, movie events, and fairy tale-readings. These activities are intended either for Syrian refugees only or are open to all members of the local community.

The discussion then focussed on issues relevant to monitoring and evaluation of the psychosocial support programme. The group acknowledged that short-term interventions that rely on single activities need to be realistic with respect to the size of the change that can be expected. People in desperate need react positively to anything that is 'different'. The central role of the social context was highlighted, as psychosocial wellbeing crucially depends on community linkages and cultural values. Consequently, the group discussed what indicators at community level would contain valuable information with respect to the effectiveness of the PSS programme. One should focus on indicators that are actually measurable.

## 4. NRC – School-based psychosocial and educational approaches – Better Learning Project in Palestine (Camilla Lodi)

Camilla Lodi presented the NRC's "Better Learning Project" (BLP) which aims at improving learning conditions for children and youth exposed to war and conflict in Palestine. The BLP, in place since 2010, helps children recover their lost or reduced learning capacity, strengthen resilience and promote well-being. The BLP has been im-

plemented in some 200 schools in the West Bank and Gaza, where it is estimated that 593,000 Palestinian children need humanitarian interventions to access education.

The BLP is a school-based intervention combining psychosocial and educational approaches whereby pupils are provided with explanations for their emotional reactions and practical exercises to calm down and enhance concentration. Teachers provide support to stimulate pupils' resilience and natural recovery processes. They provide explanations on normal reactions after experiencing crisis and teach relaxation methods to enhance the pupils' normal coping resources. The teachers are trained on techniques of classroom management of children who have experienced traumatic events. The project also reaches children with chronic problems that severely affect their school functioning, including behavioural problems, bed-wetting, sleep disturbances such as nightmares, depression and concentration problems.

The group discussed aspects of M&E relating to the project, which is carried out through both quantitative and qualitative methods. In order to assess how the child is progressing in terms of mental health, the BLP counts with both qualitative and quantitative data. At the quantitative level, the BLP tracks the reduction in the number of nightmares with baseline data gathered at the assessment

phase and information available after eight weeks from the beginning of the programme. At the qualitative level, the programme measures with pictures drawn from the children as well as Most Significant Change (MSC) stories from children, parents and teachers. The overall results framework is informed by the following: Monitoring (ongoing); External evaluation (upcoming Q4 2016); Quality Assessment Review (internal tool, NRC), and research (Q2 2107 onwards). The group unpacked challenges related to measuring learning outcomes such as 'concentration', and the fact that a child being free of post-traumatic stress disorders (PTSD) does not mean that the child is necessarily 'empowered' or more resilient, even if at the very least they suffer less PTSD. This case highlighted that, even with rigorous evaluation methods, measuring success in PSS/SEL and related learning outcomes remains a challenge for the field broadly.

#### 5. BMZ/GIZ – Multi-level psychosocial educational support in Yemen (Kristina Willebrand)

Kristina Willebrand presented GIZ's Quality of Education Improvement programme in Yemen, which has been ongoing since 2015. The project aims to support the learning needs of children and improve learning outcomes by focusing on forms of psychosocial support for the children, as well as training school staff to better respond to students' needs. The rapid response measures aim



Camilla Lodi (NRC) presenting

to provide guidance to school staff on how to continue schooling and how to deal with children in the middle of an ongoing conflict.

GIZ builds the capacity of school staff through training courses for teachers, social workers and school managers, reaching 72 schools in two governorates (Sana'a City and Hajia) with some 45,000 girls and 42,000 boys who are impacted by the ongoing conflict in Yemen.

Following a request from the Yemeni Ministry of Education, the intervention was expanded to a more comprehensive psychosocial educational support (PSES) programme with the overall objective of improving the well-being of children, families and communities. Since October 2016, PSES is formally integrated as one field of activity into the education programme.

The small group discussed the theory of change of the programme and M&E aspects to improve the quality of programming. The theory is that if regular psychosocial support activities are introduced in schools, organizational and institutional capacities to ensure quality of education will be strengthened, which will contribute to children's access to and usage of an adequate primary and secondary education. A robust evaluation has not yet been carried out, so the group discussed possible ways of evaluating outcomes. Some challenges discussed around M&E were the difficult circumstances for long-term evaluations, given the volatility and violent conflict inside the country.

The group discussed ways of capturing outcomes of the education programme in spite of these challenges. In fact, certain positive programme outcomes (sometimes unexpected) have already been observed. For example, some schools have set up Whatsapp groups across the districts / governorates to share experiences on PSES, as well as to raise questions and find joint solutions.

There are extremely high participation rates (more than 90 percent) in the training courses – with participants coming from different political affiliations, setting an example for peaceful cooperation. Since PSES was introduced, schools have started to set up their own no-cost recreational activities for children without receiving support from external projects.

One of the greatest successes of this programme is the involvement and buy-in from the government. The approval of the approach and materials by the Ministry of Education in Yemen, in a joint process between ministry departments and implementing agencies (cooperation between UNICEF and GIZ), has been encouraging, especially when looking at the long-term sustainability of the programme.

## WORKSHOP SUMMARY

The following points were highlighted in the workshop's report-out to the plenary:

- Around SEL and PSS different concepts and terminologies exist. The INEE background paper on PSS and SEL that was launched in December 2016 sheds light on points of conceptual convergence and divergence of PSS and SEL. Different sectors (education, child protection, mental health, and others) are often not aware of the significant overlaps between the two concepts. This knowledge, however, is crucial to improving inter-sectoral collaboration, which in turn is key to improving well-being of the beneficiaries.
- M&E of SEL and PSS programmes are very challenging. One reason for this is the intangibility of the constructs of interest such as well-being. Consequently, valid proxy indicators should be identified. Secondly, crisis situations imply that beneficiaries are often under continuous stress that further impacts the constructs of interest. Lastly, ethical and safety concerns further constrain M&E approaches.
- M&E can intend to reach different audiences (e.g. researchers, donors, and beneficiaries) for whom different scientific standards are implied. The association between SEL and learning is of particular interest to many donors. Measurement of impact is often of scientific interest, but not practically or ethically implementable.
- PSS and SEL do not only aim to alleviate the psychological burden of children, but also to improve children's resilience in spite of ongoing conflict and difficult circumstances. M&E should therefore not only account for the absence of psychological burden (e.g. by looking at indicators of PTSD), but should also account for indicators of empowerment and resilience.
- The term 'psychosocial support' inherently implies the role of the community and social environment in ensuring PSS approaches are effective. M&E may, therefore, account for indicators of change at community-level, rather than focusing only on the individual.



## WORKSHOP 4: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR HIGHER EDUCATION AND SKILLS DEVELOPMENT IN FORCED DISPLACEMENT – CREATING BETTER OPPORTUNITIES FOR QUALIFICATION AND LIFELONG LEARNING

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### Facilitator

BARBARA MOSER-MERCER (PROFESSOR OF CONFERENCE INTERPRETING, FOUNDER AND DIRECTOR OF INZONE, UNIVERSITY OF GENEVA)

## INTRODUCTION

This workshop focused on experiences, lessons learned and recommendations for the use of ICT for tertiary education and skills development in situations of forced displacement.

An exchange of approaches and lessons learnt from development and humanitarian actors was at the heart of this workshop. Following short introductory presentations, experiences and practices around four key areas were discussed: 1) partnerships, 2) readiness and challenges in distance learning, 3) learning pathway design and employability, and 4) impact and sustainability.

Main questions included:

- What are the enabling conditions for quality education with regard to learner readiness, language skills, information literacy, educational technologies and funding?
- Who are the partners and how do they best collaborate for successful project implementation?
- How can programme accreditation and credit award as well as credit equivalency be ensured, especially for digital learning?
- Which labour market should refugees be prepared for?
- What does sustainability mean in the context of flight and forced displacement?

The aim of the workshop was to identify and discuss quality standards and formulate recommendations for the use of ICT for higher education and skills development in IDP

and refugee contexts. The workshop was organized in close coordination with UNHCR, the Connected Learning Consortium and the INEE Technology and Education in Crises Task Team. Project examples included Borderless Higher Education for Refugees (BHER), Jesuit Worldwide Learning – Higher Education at the Margins, Australian Catholic University, InZone, Kepler, Kiron Open Higher Education and Re:Coded amongst others.

## THE IMPORTANCE OF ICT FOR POST-SECONDARY EDUCATION OF REFUGEES

Barbara Moser-Mercer, founder and Director of InZone at the University of Geneva, introduced the workshop, emphasising the importance of ICT for post-secondary education for refugees. She stressed that there is an immense demand for higher education among refugees, but at the same time only 1 percent of refugees have access to higher education. So how can we use digital learning to create opportunities for higher education for refugees? Barbara Moser-Mercer shared experiences and lessons learned from the InZone Higher Education Learning Space in Kakuma.

First, it is important to bear in mind and respect the Humanitarian Principles when setting up higher education programmes for refugees. Secondly, refugee students need to be prepared to be able to participate in ICT-supported higher education. Programmes need to take into account that refugees are coming from different education systems and traditional pedagogical approaches, and have varying levels of digital literacy. Programmes also need to create opportunities for refugees to learn how to learn to foster learner autonomy. In addition, learning objects and learning content should be relevant to refugees to help them transition to a new education system.

Experiences from the InZone Higher Education Space also show that learning does not happen only in one location, but in larger spaces that encompass the learning centre, the home, the library, and in the case of InZone, the InZone Café. This has to be considered in programme design together with the range of technologies refugee learners may have access to – not necessarily the latest ones – depending on IT-literacy, available connectivity and appropriateness to the learning task at hand. Barbara Moser-Mercer concluded, “We should be conscious about the dreams that refugees have and support them in realising their dreams.”

## THE CONNECTED LEARNING CONSORTIUM AND QUALITY STANDARDS FOR CONNECTED LEARNING

Ita Sheehy, Senior Education Advisor at UNHCR, gave a presentation about the Connected Learning Consortium. The Consortium’s mission is to coordinate, collaborate and support the provision of quality higher education in contexts of conflict, post-conflict, crisis and displacement



through connected learning, by sharing and disseminating knowledge, experience and evidence; developing innovative and good practice; and ensuring accountability to students and their communities. The Consortium developed a set of quality standards as a means to help guide future work within the field. The standards are fairly new, with development starting in June 2016. They aim to serve as a guide for designing and implementing Connected Learning programmes globally. The quality standards are based on the experience of programmes that have been delivering Connected Higher Education since 2004.

## READINESS AND CHALLENGES IN DISTANCE-LEARNING (facilitated by Jesuit Worldwide Learning)

### Guiding questions

- How can we respond to challenges related to the lack of language and digital skills?
- How can we support academic readiness?
- What are best practice examples or lessons learned?

Language is a significant barrier to refugee education. Most programmes are primarily delivered in English. While some organizations have tried to translate learning materials from English into Arabic, for example, nuances, meaning and cultural context were lost in the course of translation. Therefore, courses and materials had to be rewritten in Arabic and contextualized. Other organisations, such as Re:Coded, offer remote mentorship in English and digital literacy training in order to help facilitate refugees' learning. A German research firm, MTO, developed a method for assessing and identifying migrant and refugee students' cognitive, professional, language and job-related skills and interests as a basis for targeted and individualized learning and to facilitate their integration into education systems. German and English language skills are also being tested.

Additional factors impacting on the quality of refugee learning are pedagogy and their self-learning capacities. Programmes should consider the broader context in which learning takes place and expect to work with different learning styles. Pedagogy usually reflects the norms and values of a society, but new pedagogies are needed when working in technology supported learning environments. Understanding the local context and having support from a local partner or "trusted intermediaries" is critical. The advantage of quality ICT-based learning is the flexibility it affords learners to manage their learning. This is best achieved when learners can be reached through "different channels" and the use of different media.

### Recommendations

- To build an awareness or communication plan that documents the enabling factors and constraints, as well as in-

frastructure requirements for connected learning through ICT.

- To identify variables that define connected learning models, support the flexibility of digital approaches and scope possibilities for individualization.

## LEARNING PATHWAY DESIGN AND EMPLOYABILITY (facilitated by Kepler)

### Guiding questions

- How can we design learning pathways that promote lifelong learning and employability?
- For which labour market should we prepare refugees (integration vs. repatriation)?
- Which competencies and qualifications will be needed in the future?

Participants discussed challenges posed by local labour markets and emphasised the need to widen the scope and consider jobs at the global level. There is a risk of training young people for unemployment, but considerable potential for talented and entrepreneurial graduates to positively influence the labour market. If decisions regarding choice of academic discipline and study programs are taken too early, future graduates could be channelled in a potentially wrong direction; this runs the risk of flooding the labour market with a specific type of expertise. Participants discussed an approach to develop study programmes that provide a solid and concrete foundation for the students, that are adaptable and use a building block approach, with a view to meeting individual interests and the needs of labour markets.

Participants emphasised the need to keep interests of students, their opinion on job orientation and their creativity in mind. Programmes and donors have the task to empower students to drive their future. They should let students and communities be creative and support them by searching for matching opportunities and innovative solutions. Therefore, the role of programmes and donors should be to facilitate the space for creativity.

The recognition of students' prior learning and qualifications was considered particularly important for refugee learners who often lack the requisite official documents required to access higher education. The preparation phase, bridging activities and well-designed and fair selection processes are important to lay the foundation for learner success.

Participants underlined the important role private and public sectors could play for the development and implementation of study programs: Early participation of the private sector in the curriculum development process, the integration of internships and other practical experience in the curricula, as well as vital partnerships to create employment opportunities all have considerable potential



for facilitating the transition from higher education to livelihoods.

#### Recommendation

- Programmes should involve the participation of key stakeholders, (UN, NGO, students, employers) in order to have flexible links to local and global labour markets.

### PARTNERSHIPS (FACILITATED BY BORDERLESS HIGHER EDUCATION FOR REFUGEES)

#### Guiding questions

- With whom should we collaborate and who should be on board?
- What should effective partnerships look like?

### PROJECT EXAMPLES AND EXPERIENCES FROM PARTICIPANTS

- The GIZ project “New Perspectives through Academic Education and Training for young Syrians and Jordanians” (JOSY) provides scholarships for Syrian and Jordanian students and aims at bringing the students into the labour market. The project cooperates with Jordanian universities.
- The GIZ Sector Project “Internet and Sustainable Development” facilitates contacts between different players of the technology community and from social start-ups, and established players in the humanitarian and development fields in order to support qualification and employment promotion for refugees in the ICT sector and through ICT.
- Kiron Open Higher Education uses a combination of online and offline learning to provide accessible, sustain-

able, and cost-effective higher education for refugees. The project started in Germany and is now moving to expand to Turkey and Jordan. Kiron looks at establishing partnerships with local communities, local actors and refugee communities and networks.

- Bread for the World focuses with its scholarships programs on Sub-Saharan Africa and collaborates with local universities.
- INEE has a task team on “Technology and Education in Crises” (TecTT), which is pulling together relevant players in the field.

Participants acknowledged that higher education institutions need to partner with NGOs, UN agencies, donors, the technology community and the private sector, refugee communities and national governments in order to implement connected learning programmes for refugees effectively.

Participants also discussed funding as a challenge. The diversity of scholarship options and offers is often confusing and scholarships are not always gender-neutral. The “Global Innovation Exchange” is an interesting example for consolidating offers. There is thus a need for funding models that are more inclusive. In general, it is difficult to raise money for higher education and financing-gaps are real. Participants agreed that more lobbying for higher education is needed and discussed voluntary “taxes” on corporations as an alternative mode of financing. More coordination and consolidation of funds, as well as diversity of bilateral and multilateral funding was recommended, with bilateral funding considered more unreliable and multilateral funding more stable and less political. At this point there is no coordination mechanism for tertiary education on a global scale. Participants expressed the need for a secretari-

at to coordinate and support local players and facilitate conversations with policymakers at the national level. They discussed whether INEE, as a neutral player, or the Connected Learning Consortium, could take on such a role.

#### Recommendation

- To establish a secretariat for the Connected Learning Consortium or similar consortium, housed or in relationship with an international organization (UNHCR) to coordinate interventions, advise on standards, liaise with governments, and potentially manage funding through a global fund.

## IMPACT AND SUSTAINABILITY (facilitated by GIZ)

#### Guiding questions

- What impact are we or should we be aiming for?
- How can we ensure sustainability?
- What does sustainability mean in the context of flight and forced displacement?
- How can we facilitate recognition of prior learning, credit transfers and sustainable financing for students?

Project examples and experiences from UNHCR, Libraries without Borders, KfW Development Bank, SAP, Al Fanar Media and GIZ were discussed. The following main topics were identified through which ICT can strengthen impact and sustainability of higher education programs and skills development for refugees and IDPs: tapping into new resources, improving entry points and accessibility, recognition and advocacy of digital education.

**Tapping into new resources:** Participants agreed that ICT-based higher education programmes can help to overcome current challenges such as the lack of access to education for refugee learners. Digitally supported higher education is key to providing flexible and sustainable solutions for an unprecedentedly large group of people that is highly mobile and with diverse qualifications and needs for education. Existing ICT-based online- or blended-learning programmes should therefore be considered as highly valuable for providing education for refugees. Further, enhancing or transforming existing educational programmes to digital formats improves accessibility and scalability.

Furthermore, ICT has the potential to facilitate access to different labour markets (e.g., virtual employment, telework, free zones), to teachers (e.g., professionals, teachers located abroad, expatriates) and to contents (e.g., Open Educational Resources). An example was given by SAP: the company provides non-formal coding courses for refugees. Volunteers from SAP's workforce are recruited to teach refugee learners basic coding skills. Some of the graduates now work as freelance coding specialists from the camps.

**Improving entry points and accessibility:** Critical challenges for refugees are (a) to identify suitable higher education programs in the host country, (b) to get access to programs of interest and (c) to acquire the skills necessary to be able to follow higher education programs. It is important to improve these entry-points and provide refugees with the necessary information about potential learning programs (match-making), negotiate access with the institutions in question and to provide the necessary support for prospective students in terms of preparatory courses and coaching.

ICT can be used to support access to information on existing programmes and courses for refugee learners. Participants also stressed that bridging courses are needed to facilitate the mainstreaming of refugee learners in national higher education programs.

In general, the integration of refugees and IDPs in existing programmes wherever possible is understood to be preferable to the development of new educational programmes for refugees only (e.g. in terms of sustainability of the programmes, cultural integration etc.).

**Recognition and advocacy:** In general, the lack of recognition of prior learning often hinders prospective students to access higher education programmes in the host country. Furthermore, host countries often do not recognize the value of education programmes that include online learning, especially in the MENA region. Participants agreed that there is a need for advocacy to foster recognition of prior and online learning. Supportive structures and standards are necessary to mainstream refugees' participation in higher education programmes in host countries.

Another challenge for sustainability is that too many programmes are funded on an emergency basis. New funding schemes are needed. In addition, the lack of coordination between humanitarian aid and development cooperation, especially in the field of tertiary education, is regarded as a major challenge for the sustainability of programmes.

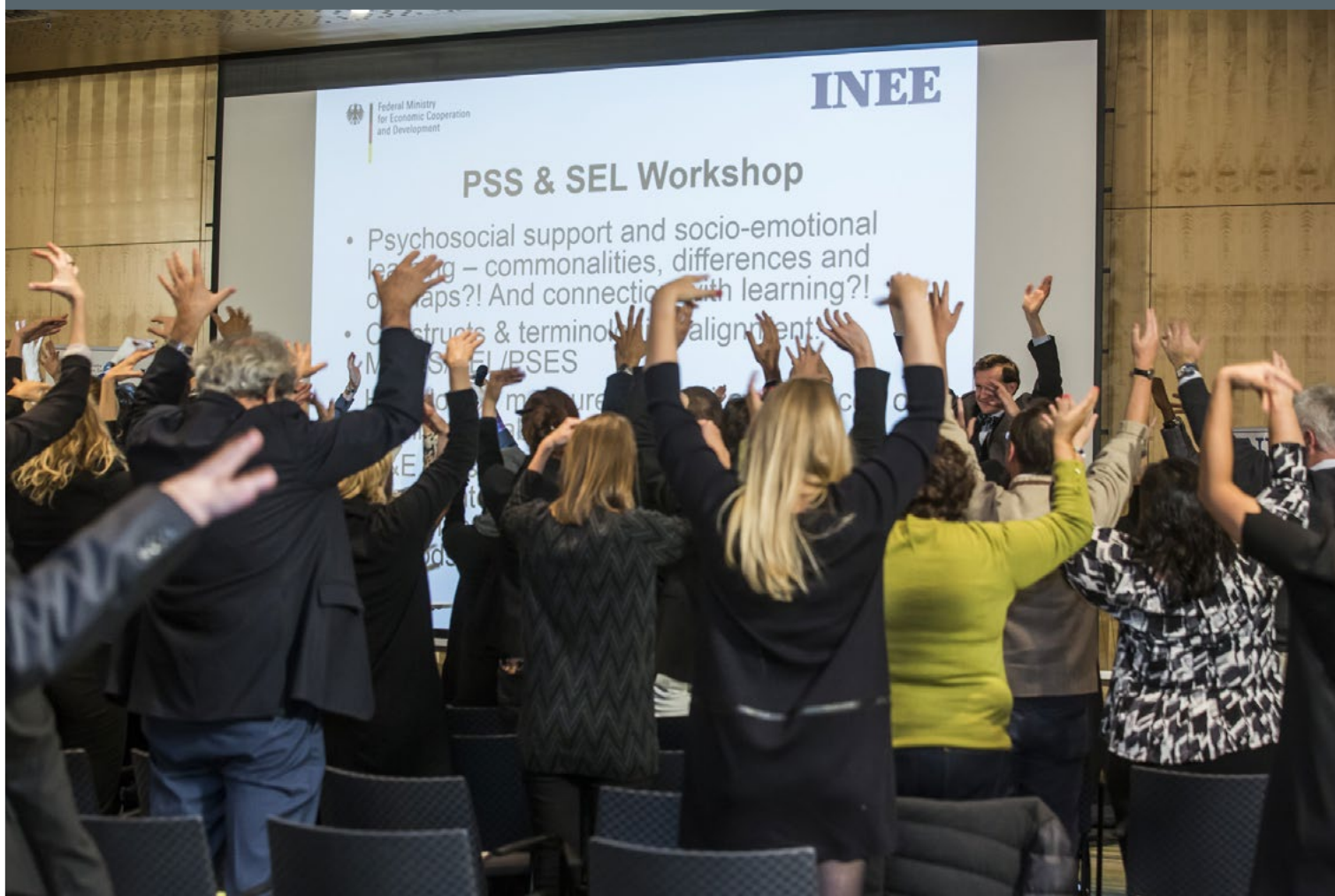
#### Recommendations

- Mainstreaming refugees' participation in existing higher education programmes in host countries should be a priority. Existing ICT-based higher education programs need to be scaled up to reach more refugees. At the same time advocacy is necessary to ensure recognition of online-based learning.
- Supportive structures need to be created to facilitate refugees' access and entry into higher education programmes in host countries, e.g. through information platforms giving an overview of existing programs, preparatory courses and organizations assisting refugees with administrative issues.



# Concluding plenary session

Rapporteurs highlighted the key points of each of the working groups. After each presentation, the audience had the chance to comment and pose questions.





## URBAN REFUGEES

### RAPporteur:

ADRIAN TAYLOR (4SING GMBH)

The working group highlighted the relevance of urban refugees as a target group (as compared to camp-based refugees) and discussed experiences from Lebanon, Kenya, Ecuador, Turkey, Jordan and Malaysia. The group focused on primary, secondary and vocational education and training, and how they can lead to employment. It is not enough to consider education alone.

60 per cent of the world's refugee population live in urban settings or informal camps. Often, they remain outside the humanitarian aid system and are highly vulnerable to exploitation, violence and discrimination. The fact that the education of urban refugees is on the humanitarian policy agenda is an achievement. But given that they are scattered in host communities and sometimes do not want to be identified, the group discussed how urban refugees can be supported effectively.

### POINTS OF CONSENSUS

The working group agreed that despite different geographic contexts, urban refugees generally face similar challenges

as the local urban poor. In addition, urban refugees are extremely difficult to 'track' as they avoid exposure to public authorities. To establish effective support mechanisms, refugee-led initiatives and organizations need to be empowered more to enable them to have a voice to advocate and plan with government authorities, as organizations not as individuals. Barriers to access to funding for refugee-led initiatives must be lowered. Donors should apply more flexible conditions for funding to such organizations.

### POINTS OF MILD DISAGREEMENT

There were varying opinions within the group with regard to the question whether international organizations should pressure governments to open spaces for refugees for education and work. Another point of discussion was whether e-learning is an appropriate response for urban refugees, or whether the main focus should be on classroom teaching. There was no consensus on this.

### COMMENTS, QUESTIONS AND ANSWERS

#### Urban IDPs

One question was raised regarding the recognition of urban IDPs and programming for them. It was felt that the strong focus on refugees may be leading to a neglect of this important target group. As a response, some examples



Adrian Taylor (4Sing GmbH)

of work with displaced populations in urban centres were mentioned. USAID is funding a programme in Nigeria, where most of the IDP population live with host families. They are considering how to support the education of IDPs and host families, in a context where education was already struggling before the IDP crisis due to inequity within the system.

Another question aimed at the importance of improving education programming for IDPs, specifically by increasing equity. Often the issue is not making the IDPs more visible – they are visible in numbers in many countries. The real need is to integrate them into the education system. So, the emphasis must be not only on emergency response, but also on certification of IDPs' learning attainments and education system development.

## TEACHERS

### RAPPOREUR: EDEM ADUBRA (UNESCO)

The working group session focussed on three interrelated issues and policies affecting teachers in all settings of forced displacement: teacher recruitment, teacher education and teacher wellbeing. Well-being, retention and remuneration are interrelated and multi-faceted.

An overarching concern is for professional recognition of teachers. Teaching is a profession requiring accreditation (of qualifications) and certification (of experience). The processes of accreditation and certification must be accelerated. Certification needs to be internationally recognized, especially in cross-border and regional situations.

Teachers' 'training' is only part of teachers' 'education'. Refugee and IDP teachers, whether they have had experience of teaching in their home communities or not, must be prepared rapidly to function successfully in the new classroom environment (initial training). They also need continuous professional development, which is relevant to the particular context, drawing upon international experience for enrichment. Education providers must establish communities of professional practice among teachers, allowing them to exchange experiences.

Access to appropriate teaching and learning materials in sufficient quantities must be part of every refugee and IDP education programme.

There needs to be social dialogue between all relevant actors – teachers themselves, governments, UN agencies and NGOs, and advocacy for long-term funding to support teachers. Reliable data generated by rigorous research can be used to inform policy and advocacy.

## COMMENTS, QUESTIONS AND ANSWERS

### Compensation

It is essential to provide salaries or incentives to teachers, on par with other professionals in zones of displacement.

### Communities of practice and support networks

Networks should support all educators, not only teachers. The support should extend to non-formal educators as well as those working in the classroom.

Part of the support offered to teachers should take into account conflict-sensitive and disaster-sensitive principles, as teachers are working in situations very different from those that prevailed before a crisis struck.

Education International is developing a global network of networks for teachers: [tenglobal.net](http://tenglobal.net).

### Advocacy

Communicating about teachers' needs in displacement contexts with people and institutions outside of this audience of emergency educators is crucial.

## PSYCHOSOCIAL SUPPORT / SOCIAL AND EMOTIONAL LEARNING

### RAPPOREUR: PAUL FRISOLI (IRC)

The workshop aimed to clarify terminologies and concepts surrounding psychosocial support (PSS) and social and emotional learning (SEL) in emergency education settings, as well as to explore challenges surrounding monitoring and evaluation (M&E) of PSS and SEL programmes. The concepts of PSS and SEL show several commonalities and differences. SEL can be described as a specific line of programming that falls under the PSS umbrella. Both SEL programming and other PSS programs focus on children's holistic development by recognizing their multiple needs and are centred around school-family-community-society partnerships. On the other hand, SEL programming is focused primarily on building assets, not on preventing problems, while PSS programs tend to be more preventative and curative in nature. The new INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings advances this dialogue.

Monitoring and evaluation of PSS/SEL interventions was another important topic of the working group. Different case studies were presented to illustrate a range of approaches and discuss central questions with regard to M+E and ethical implications in contexts of high mobility and instability, such as "Do we use control samples and other experimental methods? Should we use qualitative or quantitative methods or a mix of both? What are we measuring and for whom? Why are we tracking data? What are ap-



Paul Frisoli (IRC)

appropriate proxy indicators in unstable situations? How do we use data to measure impact? How do we overcome the problem of attribution of observed changes to programmatic interventions, controlling for other variables?”

## COMMENTS, QUESTIONS AND ANSWERS

### Mental health

One question that was raised by the audience aimed at the linkages between PSS, SEL and mental health. It was stated that while mental health is a state of being, PSS and SEL are connected to activities delivered to support mental health.

### Community and school

The role of communities and schools was mentioned as well. PSS should not be separate from the whole curriculum, but rather be integrated into the approach to learning and teaching. PSS requires a whole of school and whole of community approach, which is conflict-sensitive in all respects, including gender and culture.

### Evidence base for PSS and SEL

Some SEL programmes show positive outcomes such as a decrease in aggression and increase in academic achievement.

In the field of PSS, there is plenty of good evidence. However, when we try to describe the PSS work we have to contextualise thoroughly according to where the work is undertaken. Evidence found in Gaza is different from evidence generated in Honduras. There is no overall measurement. Rather there is progress within the context. We need to make sure to differentiate by context and not try to copy techniques drawn from the natural sciences.

<sup>7</sup> [www.cpcnetwork.org](http://www.cpcnetwork.org)

The Child Protection in Crisis Learning Network is a good resource regarding child protection with focus on PSS.<sup>7</sup>

## ICT FOR HIGHER EDUCATION

### RAPPORTEUR: BARBARA MOSER-MERCER (INZONE / UNIVERSITY OF GENEVA)

The working group focussed on the following questions:

- What enables digital learning?
- How does digital learning support pedagogies suitable for each context of displacement?
- How can we design programmes that are sensitive to each displacement context?

Four sub-groups were formed to discuss aspects related to partnerships, readiness and challenges in distance learning, learning pathway design and employability, and impact and sustainability.

In general, the approaches that make use of ICT need to be ‘platform-agnostic’, i.e., not driven by a particular technology, operating system or software platform. They need to work equally well across many different technologies, systems and platforms.

## PARTNERSHIPS

Key questions were: With whom should we collaborate? How can we bring students on board? How can ‘northern’ universities work together effectively with universities in conflict-affected areas to ensure that programming is appropriate to each context? There was consensus that partnerships need to be reshaped to emphasise reciprocal learning, and to move faster.



Based on that, one recommendation was to establish a Secretariat for the Connected Learning Consortium (CLC) housed in relationship with an international organization (UNHCR). Purposes would be to coordinate interventions, advise on standards, liaise with governments, and potentially manage funding through a global fund.

## **READINESS AND CHALLENGES IN DISTANCE LEARNING**

One main question in this sub-topic was how approaches can be redesigned using ICT as an enabler. There is a need for a plan of communication / awareness, which documents advantages as well as infrastructure required for connecting learning, adapted to crisis contexts. Possibilities for the individualisation of learning through ICTs should be considered.

## **LEARNING PATHWAY DESIGN AND EMPLOYABILITY**

The discussion focused on the purpose of higher education, particularly in contexts of forced displacement. In general, higher education is not always focused on employment but fulfils a range of other functions. In contexts of forced displacement, it is particularly important that refugees be prepared for independent learning.

## **IMPACT AND SUSTAINABILITY**

Ownership and long-term engagement are at the heart of impact and sustainability. While most ICT for higher education programming includes support from universities in the global north, there needs to be support from funders to ensure that whatever we build has a lasting impact. Practitioners and programme developers are accountable to their own universities for this work. Is it part of their universities' mission?

## **COMMENTS, QUESTIONS AND ANSWERS**

Questions regarding the possibilities and limitations of technologies were raised by the audience. Technology is only a tool. What is the role of the teacher? ICT should not be a substitute for face-to-face teaching and learning.

It was stressed that there needs to be a definition of connected learning that involves working within a pedagogical approach with staff and peers who bring learning to life: coaches, technical experts and teachers among many other actors.

Teachers are often resistant to using new technologies. What teachers can do with these tools might change; exploring these spaces is important.

Another question was whether there is a digital platform that teachers can use on self-care and professional development. So far, there is no single platform that we can use. What we search for depends on the pedagogical approaches we would like to apply. There are several platforms with open educational resources; for example, Canada has a wealth of resources, particularly from Athabasca University.

## **CLOSING REMARKS BY THE CONFERENCE MODERATOR, CHRIS TALBOT**

Chris extended thanks to all the participants for their deep engagement with the issues and lively and thought-provoking discussions.

The conference had four purposes: To give an opportunity to reflect together on education for displaced children and young people, to share experiences, to learn from one another, and to generate new ideas about and synergies between programmatic activities. The event has thoroughly fulfilled those objectives.

Chris closed with particular thanks to all the speakers from the morning sessions: the introductions, keynote speeches and panellists; the breakout session presenters and the afternoon workshop facilitators and rapporteurs. He also thanked BMZ, for their vision and strategic sense of convening this event, and for their hospitality; INEE, for the tremendous work that its Secretariat and Working Group members put into developing and delivering the agenda; and GIZ, whose team guided the process and made everything possible, in particular Sophia Palmes and Michael Holländer who led and coordinated the work.

Michael responded with thanks to Chris for his moderation and to all the participants for their interest and their active contributions.

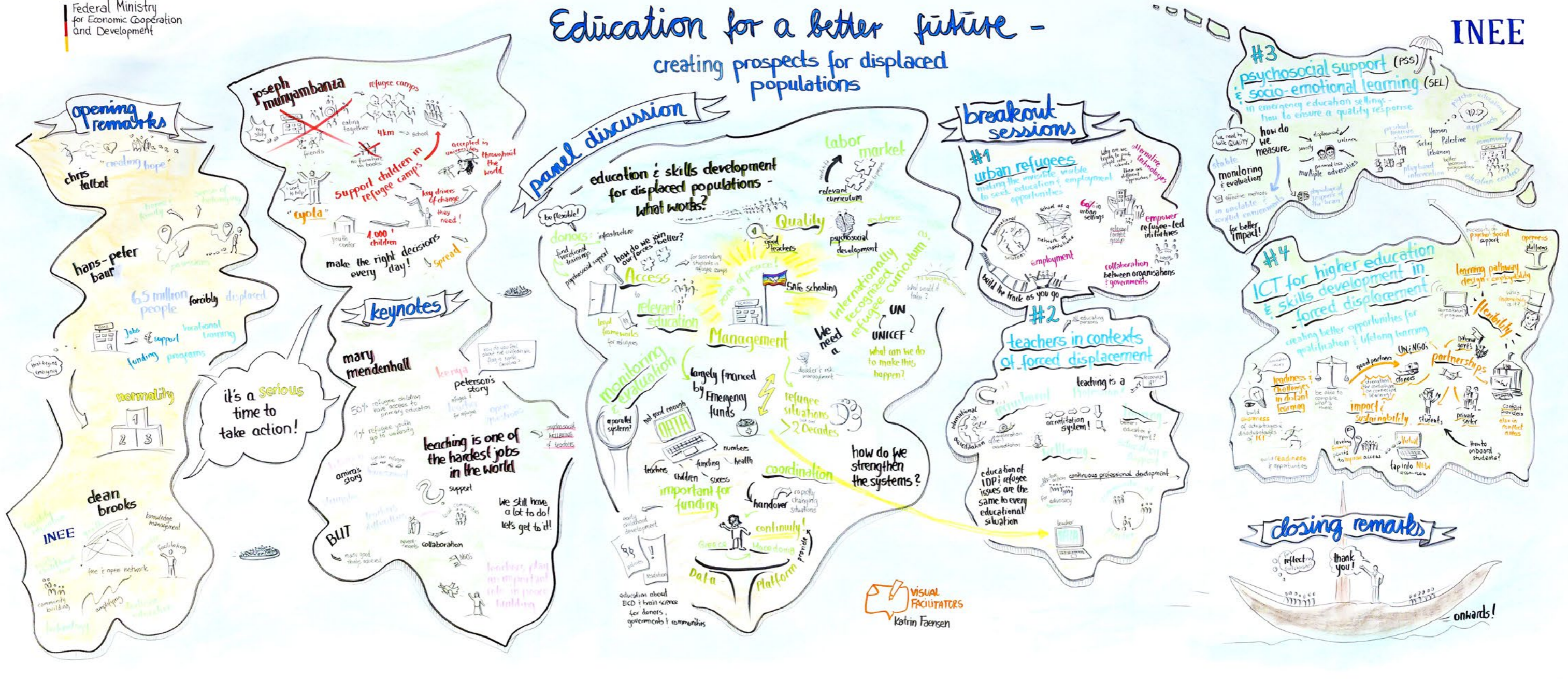


# Graphic Recording

Federal Ministry  
for Economic Cooperation  
and Development

## Education for a better future - creating prospects for displaced populations

INEE



Graphic Recording by Katrin Faensen (Visual Facilitators)



# Conference dinner



In the evening, BMZ invited the conference participants to a most enjoyable dinner-reception, held at the restaurant Spreespeicher, near the Oberbaumbrücke in Berlin. Over an excellent meal, participants exchanged ideas and experiences, while being entertained by two fine bands (see below).

They had the opportunity to view an exhibition, curated by artist Kevin McElvaney, of photographs taken by asylum seekers in Turkey and Greece (see below).

In short speeches, BMZ's Roland Lindenthal, Dean Brooks of INEE and GIZ's Michael Holländer thanked the speakers, participants and organizers for their contributions to a valuable and memorable conference.



## #RefugeeCameras

Photographic Exhibition by Kevin McElvaney



The photography project #RefugeeCameras started in December 2015. Artist Kevin McElvaney gave single-use cameras to refugees he met in Izmir, Lesbos, Athens and Idomeni. Three months later, seven out of fifteen cameras came back in their prepared envelopes; one camera was lost; two were confiscated by border authorities; and two are still in Izmir, because the refugees failed to reach the shores of a Greek island. Three cameras and refugees are missing to this day.

With this photography project Kevin tries to give one of the best-documented historical events of our time a new perspective – and above all gives the refugees themselves the opportunity to document their own moving journeys through photography.

To view the exhibition, see <http://kevin-mcelvaney.com/portfolio/project-refugee-cameras/>.

# Bands



## Miteinander durch Musik Quartett

The Miteinander durch Musik Quartett consists of professional jazz musicians, who are actively engaged in the work of the non-profit association Miteinander durch Musik e. V., working with refugees across Germany. Band members are well-known vocalist Christin Krause, ECHO-nominated composer and trumpet player Lars Seniuk, Valentin Stahl on the piano and Richard Müller, one of Berlin's best known fusion and jazz bass players.

Miteinander durch Musik e.V. is a non-profit organization working in many cities throughout Germany. Its mission is to welcome and support refugees as well as fighting racism by initiating, developing, executing and supporting music projects for refugees, such as ensembles, instrumental or singing lessons, workshops and concerts. For more information see [www.miteinanderdurchmusik.de](http://www.miteinanderdurchmusik.de).

## ORPHE

ORPHE was formed at the end of the summer of 2015 in Berlin to perform music from a wide variety of genres ranging from oriental folk music to contemporary tango and jazz. ORPHE's sound is a rich fusion of elements representative of the diverse range of musical influences and interests of its international cast of members. Four of the seven band members are from Syria, bringing their home country's musical culture to the band's sound.



Miteinander durch Musik Quartett  
f.l.t.r. Richard Müller, Lars Seniuk,  
Christin Krause, Valentin Stahl



ORPHE

# Video film



BMZ has commissioned a short documentary video film from German filmmaker, Martin Helmbrecht. Its purpose is to give an overview of the programme and content of the conference and to capture the atmosphere of an intense and very productive day. The video conveys some of the conference's key messages regarding challenges, opportunities and strategies for the provision of quality education in contexts of forced displacement. These were captured through interviews with resource persons and speakers who played active roles in the conference. The video is available online at: <https://youtu.be/Tzwawnxwc70>.

# Appendices



Appendix 1: Conference Agenda



Appendix 2: Participants' list



Appendix 3: Speakers' biodata



Appendix 4: Brief information on  
BMZ, INEE and GIZ



## APPENDIX 1: CONFERENCE AGENDA

8.30 - 9.00	<b>Registration</b>
9.00 - 9.30	<b>Welcome and opening remarks</b> Hans-Peter Baur, Deputy Director General Democracy; human rights; social development; digital world, BMZ Dean Brooks, Director, INEE Facilitator: Chris Talbot
9.30 -10.30	<b>Keynote Speech: Unleashing the potential within children and youth – the importance of education</b> Joseph Munyambanza (COBURWAS International Youth Organization to Transform Africa - CIYOTA)  <b>Keynote Speech: Creating prospects for displaced populations through education – facing the challenges and finding the way forward</b> Dr Mary Mendenhall (Teachers College Columbia University)
10.30–11.00	<b>Coffee Break</b>
11.00-12.00	<b>Panel Discussion: Education and skills development for displaced populations – what works?</b> Facilitator: Chris Talbot
12.00-13.30	<b>Lunch</b>
12.30-13.15	<b>Breakout Session: Ensuring High Quality Primary Education for Children from Mobile Populations</b>
13.30-16.00	<b>Workshop 1:</b> Urban refugees: Making the invisible visible <b>Workshop 2:</b> Teachers in contexts of forced displacement <b>Workshop 3:</b> Psychosocial support and socio-emotional learning in emergency education settings – how to ensure a quality response (13.00-16.00) <b>Workshop 4:</b> Information and Communication Technology (ICT) for higher education and skills development in forced displacement – creating better opportunities for qualification and lifelong learning
16.00-16.30	<b>Coffee Break</b>
16.30-17.30	<b>Concluding Plenary Session</b> Facilitator: Chris Talbot
18.30	<b>Bus transfer to evening reception</b> Starting point: Scandic Hotel Berlin
19.00-22.00	<b>Dinner Reception</b> <b>Venue: Spreespeicher</b> Stralauer Allee 2, 10245 Berlin

## APPENDIX 2: PARTICIPANTS' LIST

No	Name	Family name	Organization
1	J. Lawrence	<b>Aber</b>	New York University
2	Mai	<b>Abu Moghli</b>	Inter-Agency Network for Education in Emergencies (INEE)
3	Ralph	<b>Achenbach</b>	International Rescue Committee (IRC)
4	Edem	<b>Aubra</b>	UNESCO
5	Friedrich W.	<b>Affolter</b>	UNICEF
6	Mada	<b>Al Suwaidi</b>	Dubai Cares
7	Jackie	<b>Aldrette</b>	AVSI Foundation
8	Vania	<b>Alves</b>	Inter-Agency Network for Education in Emergencies (INEE)
9	Jesper	<b>Andersen</b>	Global Partnership for Education (GPE)
10	Emily	<b>Andres</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
11	Marina	<b>Anselme</b>	RET International
12	Tyler	<b>Arnot</b>	Global Education Cluster
13	Maja	<b>Avramovska</b>	DVV International
14	Janine	<b>Ayoub</b>	Right To Play Lebanon
15	Günther	<b>Bachmann</b>	Rat für Nachhaltige Entwicklung
16	Mohamed	<b>Badran</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
17	Mandana	<b>Bahrinipour</b>	KfW Development Bank
18	Peter	<b>Balleis</b>	Jesuit Worldwide Learning - Higher Education at the Margins (JWL)
19	David	<b>Banes</b>	David Banes Access and Inclusion Services
20	Judit	<b>Barna</b>	European Commission
21	Geneviève	<b>Barrons</b>	Open Society Foundations
22	Hans-Peter	<b>Baur</b>	German Federal Ministry for Economic Cooperation and Development (BMZ)
23	David	<b>Becker</b>	Sigmund Freud Privatuniversität Berlin
24	Sonia	<b>Ben Ali</b>	Urban Refugees
25	Stephanie	<b>Bengtsson</b>	Wittgenstein Centre for Demography & Global Human Capital
26	Nadine	<b>Biehler</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
27	Maike	<b>Bildhauer</b>	WeDoTheComms
28	Verena	<b>Bloch</b>	World Vision Germany
29	Susanne	<b>Bohm-Langford</b>	Education Above All
30	Cindy	<b>Bonfini-Hotlosz</b>	Jesuit Worldwide Learning
31	Cyril Owen	<b>Brandt</b>	University of Amsterdam
32	Cornelia	<b>Brinkmann</b>	Steps For Peace
33	Helge	<b>Brochmann</b>	Norwegian Agency for Development Cooperation (NORAD)
34	Dean	<b>Brooks</b>	Inter-Agency Network for Education in Emergencies (INEE)
35	Miresi	<b>Busana</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
36	Rami	<b>Chamseddine</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
37	Mark	<b>Chapple</b>	World Vision International
38	Cleopatra	<b>Chipuriro</b>	Inter-Agency Network for Education in Emergencies (INEE)
39	Alexandra	<b>Clare</b>	Re:Coded
40	April	<b>Coetzee</b>	War Child Holland
41	Dorothea	<b>Coppard</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

42	Laura	<b>Davison</b>	Inter-Agency Network for Education in Emergencies (INEE)
43	Jacques	<b>Desclaux</b>	Ministry of Education (France)
44	Andrea	<b>Diaz-Varela</b>	Right To Play
45	Erfan	<b>Diebel</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
46	Deborah	<b>Dimmett</b>	Youth Envision and University of Arizona
47	Don	<b>Dippo</b>	Borderless Higher Education for Refugees (BHER); York University Toronto
48	Delphine	<b>Dorsi</b>	Right to Education Project
49	Joy	<b>Du Plessis</b>	Creative Associates International
50	Sandra	<b>Dworack</b>	Oxfam Germany
51	Caroline	<b>Dyer</b>	University of Leeds
52	Nina	<b>Feldmann</b>	MTO Psychologische Forschung und Beratung GmbH
53	Inga	<b>Ferber</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
54	Martha	<b>Ferede</b>	UNESCO
55	Anna Franziska	<b>Feyrer</b>	Inter-Agency Network for Education in Emergencies (INEE)
56	Lindsey	<b>Fraser</b>	Inter-Agency Network for Education in Emergencies (INEE)
57	Caren	<b>Freund</b>	Right to Play
58	Paul	<b>Frisoli</b>	International Rescue Committee (IRC)
59	Alexandra	<b>Galeitzke</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
60	Susan	<b>Garnett Russell</b>	Teachers College, Columbia University
61	Klaus	<b>Geiger</b>	Die Welt
62	Youmna	<b>Ghosn</b>	RET International
63	Maria Agnese	<b>Giordano</b>	UNICEF
64	Júlio	<b>Gonçalves dos Santos</b>	Institute of Education- Minho University, Portugal
65	Suzanne	<b>Grant Lewis</b>	UNESCO International Institute for Educational Planning (IIEP)
66	Marco	<b>Grazia</b>	World Vision International
67	Yahaira	<b>Gutiérrez Caballero</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
68	Oliver	<b>Haas</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
69	Ilse	<b>Hahn</b>	German Federal Ministry for Economic Cooperation and Development (BMZ)
70	Larissa	<b>Halbe</b>	Deutsche Welthungerhilfe e.V.
71	Henriette	<b>Hänsch</b>	terre des hommes Deutschland e.V.
72	Susanne	<b>Hassel</b>	UNICEF Germany
73	Nora	<b>Hauptmann</b>	Kiron Open Higher Education
74	Erin	<b>Hayba</b>	InZone / University of Geneva
75	Kerstin	<b>Henke</b>	German Federal Ministry for Economic Cooperation and Development (BMZ)
76	Rebecca	<b>Herrington</b>	Search for Common Ground
77	Veronika	<b>Hilber</b>	christoffel blindenmission (cbm)
78	Jessica	<b>Hjarrand</b>	Inter-Agency Network for Education in Emergencies (INEE)
79	Jenny	<b>Hobbs</b>	Concern Worldwide
80	Michael	<b>Holländer</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
81	Ulrike	<b>Hopp Nishanka</b>	German Federal Ministry for Economic Cooperation and Development (BMZ)

82	Liane	<b>Hryca</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
83	Batoul	<b>Husseini</b>	SAP (Refugee Code Week)
84	Peter	<b>Hyll-Larsen</b>	ActionAid International
85	Cornelia	<b>Janke</b>	Education Development Center
86	Oliver	<b>Janoschka</b>	Stifterverband
87	Henner	<b>Kirchner</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
88	Michael	<b>Kleinbub</b>	Zentralverband des Deutschen Handwerks
89	Jan-Thilo	<b>Klimisch</b>	Christoffel-Blindenmission Deutschland (CBM)
90	Heike	<b>Knoop</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
91	Nejat	<b>Kocabay</b>	International Labour Office (ILO)
92	Wafa	<b>Kotob</b>	World Learning
93	Imke	<b>Kottmann</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
94	Maren	<b>Kroeger</b>	UNHCR
95	James	<b>Lawrie</b>	Save the Children
96	Stefan	<b>Lehmeier</b>	International Rescue Committee (IRC)
97	Vera	<b>Lieck</b>	German Academic Exchange Service (DAAD)
98	Roland	<b>Lindenthal</b>	German Federal Ministry for Economic Cooperation and Development (BMZ)
99	Geoffrey	<b>Loane</b>	International Committee of the Red Cross (ICRC)
100	Krystelle	<b>Lochard</b>	Save the Children
101	Camilla	<b>Lodi</b>	Norwegian Refugee Council (NRC)
102	Mieke	<b>Lopes Cardozo</b>	University of Amsterdam
103	Kristina	<b>Ludwig</b>	Süddeutsche Zeitung
104	Leonora	<b>MacEwen</b>	UNESCO International Institute for Educational Planning (IIEP)
105	Lena	<b>Mächel</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
106	Marie	<b>Maier-Metz</b>	UNHCR
107	Maleiha	<b>Malik</b>	Education Above All
108	Britta	<b>Malinski</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
109	Emeline	<b>Marchois</b>	Inter-Agency Network for Education in Emergencies (INEE)
110	Joaquin	<b>Martinez</b>	Jesuit Refugee Service
111	Annina	<b>Mattsson</b>	Dubai Cares
112	Mary	<b>Mendenhall</b>	Teachers College, Columbia University
113	Paul	<b>Mocclair</b>	Aflatoun
114	Katharina	<b>Montens</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
115	Barbara	<b>Moser-Mercer</b>	University of Geneva
116	Joseph	<b>Munyambanza</b>	COBURWAS International Youth Organization to Transform Africa – CIYOTA
117	Andrea	<b>Naletto</b>	Norwegian Refugee Council (NRC)
118	Ruth	<b>Naylor</b>	Education Development Trust
119	Janella	<b>Nelson</b>	ChildFund International
120	Kirsty	<b>Newman</b>	UK Department for International Development
121	Dagmar	<b>Nolden</b>	Berghof Foundation
122	Claudio	<b>Osorio</b>	Inter-Agency Network for Education in Emergencies (INEE)
123	Sophia	<b>Palmes</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
124	Minna	<b>Peltola</b>	Finn Church Aid
125	Zuzana	<b>Pernicová</b>	People in Need
126	Gerhard	<b>Pulfer</b>	Porticus
127	Fazle	<b>Rabbani</b>	Global Partnership for Education (GPE)
128	Joel E.	<b>Reyes</b>	The World Bank



129	Stephen	<b>Richardson</b>	Synchronicity
130	Hannes	<b>Riemenschneider</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
131	Veronique	<b>Ringot</b>	Save the Children
132	Maria	<b>Rockenfeller</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
133	Lisa	<b>Sabot-Schmid</b>	Global Education Cluster
134	Bente	<b>Sandal-Aasen</b>	Plan International Norway
135	Zeynep M.	<b>Sanduvac</b>	Mavi Kalem
136	Barbara	<b>Schack</b>	Libraries Without Borders
137	Julia	<b>Schilling</b>	Save The Children Germany
138	Gabriele	<b>Schlipf</b>	Momik Graphic Recording
139	Dorothea	<b>Schönfeld</b>	Kindernothilfe
140	Giovanni	<b>Scotto</b>	University of Florence
141	Anna	<b>Seeger</b>	UNESCO International Institute for Educational Planning (IIEP)
142	Julia	<b>Seibert</b>	Brot für die Welt
143	Ita	<b>Sheehy</b>	UNHCR
144	Angela	<b>Siegmund</b>	Federal Foreign Office
145	Peter	<b>Simms</b>	Children in Crisis
146	Dennis	<b>Sinyolo</b>	Education International
147	Anne	<b>Smiley</b>	FHI 360
148	Andreia	<b>Soares</b>	Inter-Agency Network for Education in Emergencies (INEE)
149	Katri	<b>Suomi</b>	Finn Church Aid
150	Christopher	<b>Talbot</b>	Head Moderator / Independent Consultant
151	Anjela	<b>Taneja</b>	Global Campaign for Education (GCE)
152	Adrian	<b>Taylor</b>	4Sing GmbH
153	Simon	<b>Thacker</b>	The World Bank
154	Peter	<b>Transburg</b>	Inter-Agency Network for Education in Emergencies (INEE)
155	Suha	<b>Tutunji</b>	Jusoor
156	Emre	<b>Üçkardeşler</b>	Istanbul Policy Center (IPC)
157	Ketil	<b>Vaas</b>	Save The Children
158	Sarah	<b>Watts</b>	World Health Organization (WHO)
159	Nina	<b>Weaver</b>	Kepler / Southern New Hampshire University
160	Katharina	<b>Weber</b>	German Federal Ministry for Economic Cooperation and Development (BMZ)
161	Nina	<b>Weisenhorn</b>	US Agency for International Development (USAID)
162	Gebhard	<b>Weiss</b>	sequa gGmbH
163	Nikki	<b>Whaites</b>	War Child Canada
164	David	<b>Wheeler</b>	Al-Fanar Media
165	Kristina	<b>Willebrand</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
166	Said	<b>Yasin</b>	Education Above All
167	Christian	<b>Zange</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
168	Karl Johannes	<b>Zarhuber</b>	International Federation of Red Cross and Red Crescent Societies
169	Stepan	<b>Zelinger</b>	Open Society Foundations
170	Raimund	<b>Zühr</b>	SEEK Development

## APPENDIX 3: SPEAKERS' BIODATA

### Edem Adubra

Dr. Edem Adubra is the Chief of UNESCO's Section for Teacher Development and head of the Secretariat of the International Task Force on Teachers. He joined UNESCO in 2003 in the Division of Secondary, Technical and Vocational Education. In 2006, he was transferred to Windhoek to the field to lead the UNESCO education programme in Angola, Lesotho, Namibia, South Africa and Swaziland, coordinating the partnership in education between UNESCO and the Southern African Development Community (SADC). Most of his responsibilities included support to the reconstruction of the Angolan education system after the civil war. He was reappointed as Chief of Section for Teacher Policy and Development at Headquarters where he transited from in 2012 to the Teacher Task Force, before inheriting the combination of the two structures since January 2016. Prior to his career at UNESCO, Dr. Adubra spent over sixteen years as a teacher, a high school principal and a teacher trainer in his native Togo. Adubra got his Bachelor of Arts from University of Lomé (Togo), his Masters in Linguistics from Lancaster University (UK), and a dual Doctoral degree in Educational Administration and Comparative and International Education from Pennsylvania State University (USA). Mobilizing partners for the implementation of SDG4.C is at the centre of his present work.



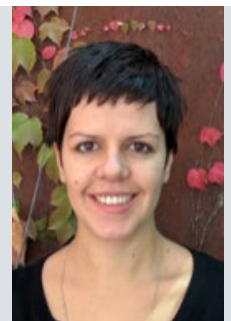
### Friedrich Affolter

Friedrich Affolter is an Education Expert for Risk-Informed Programming at the Education-in-Emergency Unit at UNICEF NY. Until June 2016, he served as the manager of UNICEF's Peacebuilding, Education and Advocacy Programme (PBEA), which designed education programmes that contribute to the mitigation of drivers of conflict in 14 fragile and post-conflict countries (in South-eastern and Western Africa, the Middle East, as well as Central and South East Asia). Friedrich Affolter is a graduate of the Center for International Education of the University of Massachusetts, from where he holds an Ed.D and M.Ed. Prior to joining UNICEF at New York Headquarters, Friedrich was the education cluster lead in Sudan, as well as the peace education focal point for UNICEF Sudan's YouthLead Project. Friedrich has also worked for UNODC South Africa (2008-2010) as victim empowerment capacity development expert; for UNDP Angola as a civic education expert (2007 - 2008); and UNDP/UN-HABITAT Afghanistan as community mobilization training advisor for the Government of Afghanistan's National Solidary Programme (2002 - 2006).



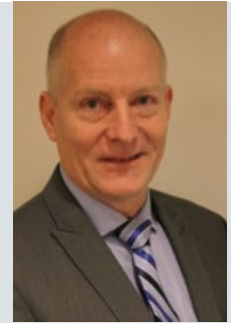
### Vânia Alves

Vânia Alves works as a Clinical Psychologist and Consultant and Psychosocial Support Technical Advisor. Vânia has over 8 years' experience working in humanitarian and development efforts, with a particular focus on intersectoral programming (Psychosocial Support, Education and Child Protection). Vânia has supported The Mental Health & Psychosocial Network (MHPSS) programmes in South East Asia, the Middle East and East Africa with a specific passion for capacity building, training, method development and inter sectoral programming targeting children, youth and caregivers.



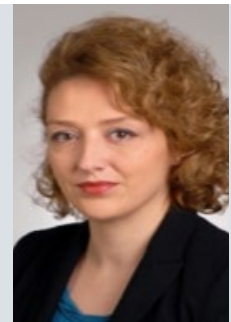
### Jesper Andersen

Jesper Andersen holds a Master's in International Economics and has worked with development issues for more than 25 years in Africa, Asia and Latin-America. He has thorough experience in development-related areas including sector planning and policy development, financing, programme and project development, implementation and monitoring, and partner and sector dialogue. Jesper also has substantial work experience in emergencies and transition contexts. He has worked closely with education sector programmes in several countries, especially in Asia and Latin America, and he held the position of Regional Manager for both regions at the Nordic Development Fund. Jesper has extensive experience from working both in the UN and DFIs as well as from his current career in the Danish Ministry of Foreign Affairs with postings at embassies as Senior Advisor and Coordinator of Cooperation in Nicaragua and Afghanistan. When not posted abroad, Jesper has worked in the Ministry's departments for development advisory services with a focus on education, governance, and conflict/fragility, as well as in the department for global policies and multilateral cooperation focusing on strategy and policy development. Currently Jesper works as Senior Policy Adviser at the Global Partnership for Education with a special focus on education in emergencies and protracted crises.



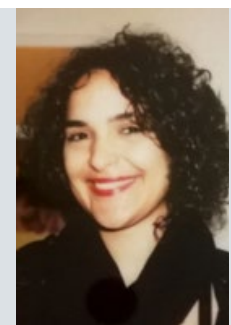
### Maja Avramovska

Maja Avramovska studied educational sciences at the Freie Universität Berlin and holds a Master Degree in Adult Education from the University of Kaiserslautern. She was director of the DVV International Office in Macedonia and involved in numerous adult education and lifelong learning projects in South-east Europe. She is specialized in adult education policy and co-authored the Adult Education Strategy of the Ministry of Education and Science, Macedonia. Since 2013 she has been working at DVV International Bonn as Senior Desk officer for the region Caucasus, Turkey and South East Europe and Senior Manager for Monitoring and Evaluation. Since 2013 she is also responsible for the DVV International's project for Syrian refugees and the host communities in Turkey. She has published numerous articles on adult education and lifelong learning and co-edited the Impact report 2009-2015 of DVV International.



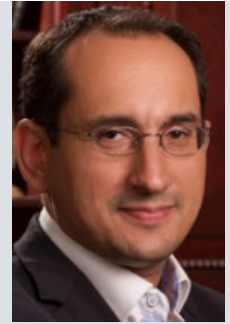
### Janine Ayoub

Janine Ayoub is a civil society activist and development specialist with experience in working with communities in crisis, conflict and fragile settings. Janine has developed approaches to engaging children and youth in deeply divided communities across Lebanon and has a track record of designing, adapting and implementing Monitoring & Evaluation tools as well as project management schemes for international and local organizations. Janine has an intricate knowledge of how to design psychosocial support (PSS) for civil society and community based organizations across Lebanon. Prior to joining Right to Play in 2014, Janine headed M&E and Programme Management positions at World Vision Lebanon. She also worked extensively in the North of Lebanon on the demarcation line between two conflict zones leading a large-scale programme for rehabilitation and psycho-social support for vulnerable children and youth. Throughout these roles Janine acquired policy, programmatic and practical experience in designing systematic approaches to developing children and youth agency in conflict settings. At present Janine's role as a Programme Manager allows her to design and implement education, youth employment and sports programmes, with psychosocial components. She has a BA in Pharmacy and an MA in Public Health from the American University of Beirut.



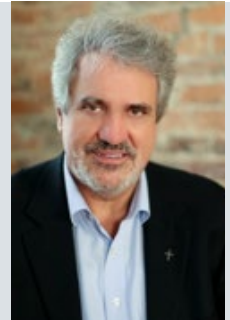
### Mohamed Badran

Mohamed Badran studied business administration and international economics in Bielefeld and Cracow. Moreover, he holds a M.Sc. in Integrated Water Resources Management from Cologne and Amman. Before starting with GIZ, he gathered different professional experiences within the German and Egyptian industrial sector in addition to experiences within the consulting sector where he specialized in the fields of demand management and capacity building within the water sector. Within GIZ, Mohamed is managing the TWEED Project (Training for Water and Energy Efficiency Development) in Jordan, which focuses on the development and implementation of vocational training, business development as well as job placement services. From mid-2015, Mohamed Badran supported the launch of a new focal area of GIZ in Jordan in the field of Employment and Education.



### Peter Balleis

Peter Balleis joined the Society of Jesus in Germany in 1981, he studied in Germany, Kenya and Brazil and worked in Zimbabwe. From 1995 to 1999, Mr. Balleis was Regional Director of the Jesuit Refugee Service in Southern Africa with the regional office in Harare, Zimbabwe. From 2000 to 2007, he was Director of Jesuit Weltweit in Germany, fundraising for projects and serving the poor in all continents. From 2007 to 2015, Mr. Balleis became International Director of the Jesuit Refugee Service with projects in 45 countries with the head office in Rome. Since September 2016, he works as Executive President of Jesuit Worldwide Learning – Higher Education at the Margins with the head office in Geneva.



### Hans-Peter Baur

Hans-Peter Baur has been Deputy Director General and Director of Democracy, Human Rights, Social Development, Digital World (Directorate 30) at the Federal Ministry for Economic Cooperation and Development (BMZ) since October 2013. Mr. Baur joined the BMZ in 1992 and, since then, has represented the Ministry in various positions. His previous posts included: from October 2012, Director of Planning and Policy (Directorate P); from July 2010, Head of the newly established Division 111 – Cooperation with the Private Sector – and the ancillary service point set up especially for the private sector; and from 2004, Head of Division 112 – Private executing agencies, development and volunteers services, German Development Service (DED). From 1999 to 2004, Hans-Peter Baur was Deputy Head of Division for Peacebuilding and Crisis Prevention. Before that, from 1996 to 1999, he was the desk officer responsible for development cooperation with India in the Ministry's South Asia Division. From 1994 to 1996, he worked in the Minister's office. On joining the Federal Ministry for Economic Cooperation and Development in 1992, Hans-Peter Baur represented the Ministry in what was known as the Hermes [Export Credit] Committee and was responsible for promoting private investment in important development projects and for Germany's private investment and development agency, the DEG. Mr. Baur graduated in Law with a special focus on business and tax law.



### David Becker

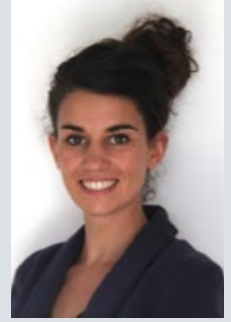
Prof. Dr. David Becker teaches Psychology (Social Psychology, Qualitative Methods) at the Sigmund Freud Private University in Berlin and is the director of the Office for Psychosocial Issues (OPSI) at the International Academy Berlin (INA). He is a consultant for GIZ and other international organizations with a special focus on psychosocial projects in regions of war and crisis. In particular, over the past 10 years, he has worked on and for projects in the Middle East (Gaza, West Bank, Lebanon, Jordan). He recently edited a co-authored the book 1:0 für Rafah – Chancen und Herausforderungen psychosozialer Arbeit in Palästina (1:0 for Rafah – Opportunities and Challenges of Psychosocial Work in Palestine) published by Gießen: Psychosozial Verlag 2016.





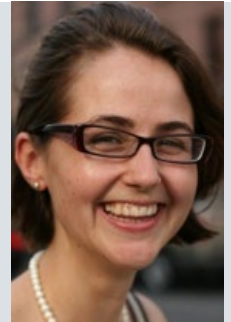
### Sonia Ben Ali

Sonia Ben Ali is the co-founder and Executive Director of URBAN REFUGEES, a non-profit dedicated to improving the lives of urban refugees in the Global South. Sonia started working with refugees and IDPs in 2007. During each mission in the field, she would notice that the bulk of the assistance was directed to camps when in fact most refugees live in cities with no or very limited support. In 2012, she decided with a web designer, David Delvallé, to create the non-profit URBAN REFUGEES in order to change this. Prior to creating URBAN REFUGEES, Sonia worked with urban refugees and IDPs in Bogota (Colombia), in Casamance (Senegal), in a refugee camp of the Palestinian Territories and in Beirut (Lebanon) with both NGOs and UN agencies. Sonia holds a Master's degree in Humanitarian Affairs from the French Institute of Political Sciences of Bordeaux.



### Stephanie Bengtsson

Stephanie Bengtsson joined the Wittgenstein Centre for Demography and Global Human Capital as a Research Scholar in April 2016. Prior to taking up this position, she worked with the World Population Programme at IIASA on a special project on education and sustainable development, and as a Research Officer with the Health and Education Advice and Resource Team at IDS. Dr. Bengtsson's current research focuses on educational and development, teachers and teaching, refugee education, and education in emergencies. She has worked as a teacher educator, consultant, and researcher for a range of stakeholders, including universities, UNICEF, INEE, UNESCO, GIZ, etc. She holds a Doctorate in International Educational Development from Teachers College, Columbia University, an MPhil in Inclusive Education from the University of Cambridge, and a Bachelor of Arts in English from Harvard. She is a founding member and trustee of the School Bus Project, an initiative designed to facilitate the participation of refugees in quality education in Europe, through the creation of mobile, inclusive and responsive learning spaces. She is also a member of the Board of Directors for Tariro: Hope & Health for Zimbabwe's Orphans, a non-profit working to educate and empower girls in Zimbabwean communities affected by HIV/AIDS.



### Cindy Bonfini

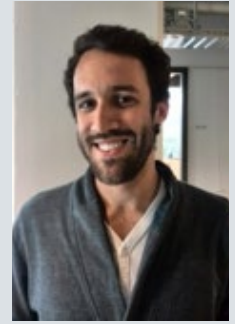
Cindy Bonfini is the Vice President of Information Technology and Innovation for Jesuit Worldwide Learning, a global initiative to bring higher education to people at the margins. Bonfini-Hotlosz leads an integrated team that creates and supports the delivery of high-quality, optimized learning experiences for students at a distance. A veteran of online and blended learning, she served as the Executive Director and Chief Information Officer for JesuitNET, a consortium of the twenty-eight Jesuit Colleges and Universities in the United States. She also served as the NASA Distance Education Director for NASA Commercialization. Her degrees include ABD, Technology Education, West Virginia University; M.A. Communications, West Virginia University; B.S. Computer Science, Ohio University



### Cyril Brandt

Cyril Owen Brandt is a PhD candidate with the International Development Studies programme at the University of Amsterdam, within the Education and International Development ISAcademy research group. His research is on the role of education systems in processes of state formation in the Democratic Republic of Congo. He is interested in the political economy of education systems and educational governance. More precisely, he looks at processes of state formation through teachers' displacements in protracted low-intensity armed conflicts; attacks on teachers and the implications for teachers as front-line actors redrawing the borders of the state; teacher payment in remote areas; changing configurations of how people access educational resources from the national level (e.g. schools' accreditation decrees). He explores how the state actually penetrates society via the education system, through non-state, as well as non-human actors (such as accreditation decrees and physical infrastructure).

Before working on educational issues in the DRC, he gathered experience in different areas of research (microfinance), studies (cultural sciences, business administration, political sciences) and countries (e.g. Bangladesh, Benin, Peru). He also works as a coach for Anti-Racism/Critical Whiteness trainings as member of the organization "Phoenix e.V. – For a Culture of Understanding".



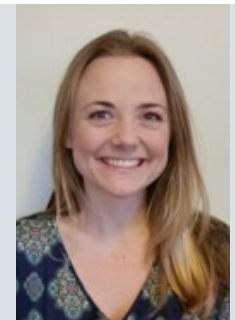
### Dean Brooks

Dean Brooks is INEE's Director. He has over two decades of international education experience working in complex emergencies, conflict, disaster and development contexts. Initially, he worked as an international educator (primary, middle-school, and special education). For the past 15 years, he has focused his work on Education in Emergencies (EiE) and child protection in a number of settings including East and West Africa, Eastern Europe, Central Asia, and the Middle East. Most recently, he worked as a Special Advisor on Education for the Norwegian Refugee Council, providing support to country programmes in Latin America, Asia, the Middle East and West Africa. Dean has been an active member of INEE since 2001. He is based at the International Rescue Committee in New York, USA.



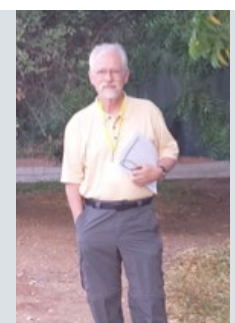
### Laura Davison

As the INEE's Coordinator for Education Policy, Laura supports the activities of the Education Policy Working Group, coordinating diverse initiatives and catalysing collaboration of 25 group members to increase evidence and knowledge on education in crisis-affected contexts. Laura received her M.Ed. in International Education Policy from the Harvard Graduate School of Education as a Fulbright scholar, and holds an M.A. in Theology and Religious Studies from the University of Cambridge, UK. Laura has 6 years of experience in international humanitarian work with the INEE, the United Nations High Commissioner for Refugees (UNHCR), and prior experience with education NGOs.



### Don Dippo

Don Dippo is a University Professor in the Faculty of Education at York University. His interests include: the social and political organization of knowledge, environmental and sustainability education, global migration and settlement; university/community relations; and teacher education. Together with Professor Wenona Giles, he co-directs the Borderless Higher Education for Refugees (BHER) project a Global Affairs Canada funded initiative designed to bring post-secondary education opportunities to people living in the Dadaab refugee camps in north-eastern Kenya. He serves on the Executive Committee of the Centre for Refugee Studies at York University and is on the Board of Directors of Success Beyond Limits, a not-for-profit, community-based organization that supports high school age youth in Toronto's Jane/Finch community.



### Caroline Dyer

Caroline is a Professor of Education and International development at the University of Leeds, UK. She is specialized in education and social development. She is a very experienced trainer of trainers and facilitator, and has completed consultancy assignments for the European Commission (EC), DFID, ILO, CommSec, FAO and UNICEF. She is an international expert in educating mobile pastoralists with experience ranging from teaching on migration to advising governments in India, Afghanistan, Kenya, and Ethiopia. Her latest monograph *Livelihoods and Learning: Education For All and the marginalisation of mobile pastoralists* was published by Routledge in 2014. Caroline also works on primary teacher education and has specialised in combining an ethnographic approach with collaborative action research to build practitioner capacities.



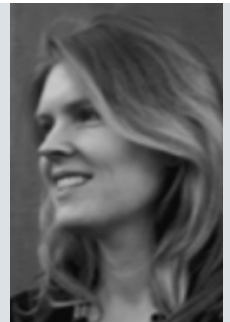
### Paul Frisoli

Paul Frisoli, Ed.D., is a Senior Technical Advisor for Education at the IRC who supports all the IRC's education programmes in the Syria Response Region (Iraq, Jordan, Lebanon, Turkey, Syria). He leads IRC's Healing Classrooms initiative which focuses on creating positive, nurturing learning environments as well as building explicit social-emotional learning skills for children affected by conflict and crisis. He is also the education technology leader at the IRC, specializing in the use of ICT in emergency settings. Paul has over 15 years of experience working in vulnerable and conflict affected contexts, with a specific passion for curriculum materials development, teacher professional development, as well as education research and assessment. He has published education in emergencies manuscripts in *Teaching & Teacher Education*, *Journal of Education for International Development* and at the UK Forum for International Educators & Trainers, Comparative & International Education Society Conferences, among others. He is a member of the Teachers in Crisis Contexts Working Group (TiCCWG), the Inter-Agency Network for Education in Emergencies Standards & Practice Working Group, the Education in Conflict and Crisis Network, and of the Teacher Motivation Working Group.



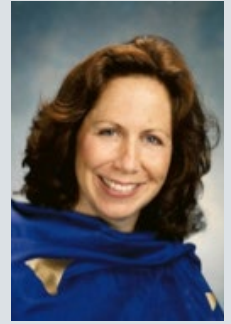
### Susan Garnett Russell

Susan "Garnett" Russell is an Assistant Professor of International and Comparative Education at Columbia University, Teachers College. Her research focuses on areas linked to education and conflict, transitional justice, human rights education, citizenship, and gender in Sub-Saharan Africa, including Rwanda, South Africa, and Burundi. She directs the George Clement Bond Center for African Education. Currently, she is carrying out research with a team on access to education for urban refugees in Ecuador, Lebanon, Kenya and other countries in the Global South. In addition, she serves as a co-chair of the CIES SIG for Education, Conflict, and Emergencies, co-chair of the Inter-Agency Network for Education in Emergencies (INEE) Education Policy Working Group, and is also a board member for the *Journal on Education in Emergencies*. Professor Russell has a PhD from Stanford University, an MA from the Johns Hopkins School of Advanced International Studies (SAIS) and a BA from Stanford University.



### Suzanne Grant-Lewis

Ms. Suzanne Grant Lewis is the Director of UNESCO's International Institute for Educational Planning (IIEP). She provides strategic vision and leadership for the Institute's three offices in Paris, Pôle de Dakar and Buenos Aires. She has over 25 years of experience in improving educational opportunities in the developing world, particularly in education policy and planning in Africa. In 2011, she helped launch the International Education Funders Group, a collaborative of over 50 foundations to help private donors play a catalytic role in advancing Education for All. Prior to this, Dr. Grant Lewis directed the Partnership for Higher Education in Africa, a \$440 million initiative of seven US foundations to strengthen institutional capacity of African universities. As a Harvard University faculty member (1997-2006) she co-developed and directed the International Educational Policy Master's degree programme and taught postgraduate courses on education policy and planning and gender inequalities in education. Dr. Grant Lewis has designed and managed applied educational research programmes and published on participation in school governance, democratic policy-making in education, funding trends in education internationally, among many others. She has lived in Kenya, Tanzania, Namibia, Malawi, France and the USA. She earned her PhD from Stanford University.



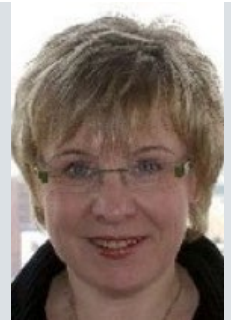
### Nejat Kocabay

Nejat Kocabay is Senior Programme Officer and is responsible for overall coordination of ILO Office for Turkey operations in the fields of social policy, development cooperation, social and economic integration of disadvantaged groups. He currently manages and coordinates a portfolio on "ILO response to Syrian Influx in Turkey" and "Elimination of WFCL in seasonal agriculture in hazelnuts harvesting". Prior to joining the UN Family, he worked with the Turkish Cooperation and Coordination Agency (TICA) in his early years of professional tenure, which follows in various technical and advisory positions within UNDP, ILO, UNFPA and UNICEF. Nejat has 25 years of professional experience, over 15 years of which is management and leadership experience in project management and execution, and over 13 years of experience in the field of social policy development, social integration, employment, education and migration. He has been working with ILO since April 1998 with a two-year break between 2008 and 2010 when he was involved in EU-funded social integration/urban migration projects in Turkey as Team Leader and Key Expert positions. Nejat received his degree in Economics from Gazi University in Ankara.



### Ilse Hahn

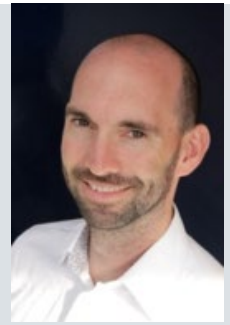
Ilse Hahn has been the Head of Division 320 - Policy Issues of Displacement and Migration at the Federal Ministry for Economic Cooperation and Development (BMZ) since August 2016. Prior to this, Ms. Hahn served as the Head of the Division for External Auditing. After joining the BMZ in 1987, she held positions in various divisions within the Ministry, including general human resource management; bilateral development cooperation with India and Nepal; sector policies in education; planning and financial management of bilateral development cooperation; crisis management, transitional development assistance in crisis situations and food aid. Prior to joining the BMZ, Ms. Hahn worked at the Federal Office for Migration and Refugees in Nuremberg and at the Saxon State Ministry for Economic Affairs, Labour and Transport. Ms. Hahn graduated in Public Administration from the University of Applied Sciences for Public Administration and Management of North Rhine-Westphalia.





### James Lawrie

James Lawrie, Senior Education Adviser with Save the Children, has 15 years' experience as a teacher, researcher, policy adviser and programme manager working in numerous conflict, post-conflict and low-income locations. He plays a leading role on Teacher Professional Development in Save the Children, is on the Steering Committee of the International Taskforce on Teachers for Education 2030, and is the co-editor of the INEE guide *Where It's Needed Most: Quality Professional Development for All Teachers*. James also works on Accelerated Education contributing to the 10 Principles for Effective Practice and the Inter-agency Accelerated Education Working Group's 'Pocket Guide to AEP' published in 2016.



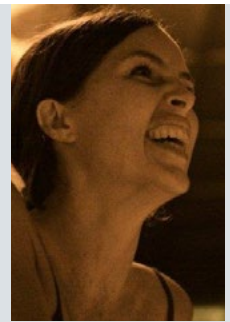
### Roland Lindenthal

Roland Lindenthal is the Head of the Division for Education and the Digital World of the Federal Ministry for Economic Cooperation and Development (BMZ). Prior to this, he had been responsible in the Ministry for German development cooperation with South Africa and Namibia (2007-08), as well as for UN Affairs (1999-2000) and development statistics (1996-1998). Mr. Lindenthal is an economist, and has also worked for the International Labour Organization ILO in both Headquarters (Geneva, 1990-96) and the field (South Africa and Indonesia) and for UNDP (Country Offices Zimbabwe and Indonesia).



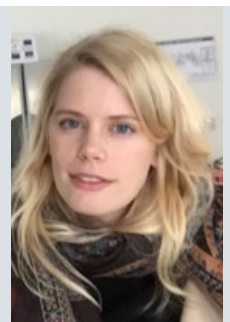
### Camilla Lodi

Camilla Lodi is an experienced education specialist with more than 16 years' experience in delivering education assistance in countries affected by conflict and crisis. Ms. Lodi has managed complex education in emergencies programmes in some of the world's hardest hit countries, including Somalia, Jordan, Liberia and Burundi. Her expertise lies in the provision of high quality education and vocational training for vulnerable children and youth, including internally displaced persons and refugees. In the past two years, she has been managing and providing technical guidance to the implementation of the psycho-educational 'Better Learning Project' (BLP) developed by the Norwegian Refugee Council (NRC), in cooperation with the Institute of Education, University of Tromsø and the Norwegian Centre for Violence and Traumatic Stress Studies (NKVTS). BLP aims to help children recover their lost or reduced learning capacity, strengthen resilience and promote well-being through a school-based intervention combining psychosocial and educational approaches.



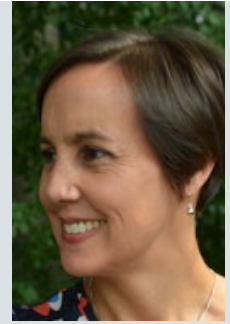
### Lena Maechel

As education advisor at the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Lena Mächel provides advisory services to the German Federal Ministry for Economic Cooperation and Development (BMZ). Lena's thematic focus areas include early basic education, equitable and inclusive education, as well as learning assessments and education quality. Lena holds a Master of Arts (Honours) in Economics from the University of St Andrews in Scotland and a B.Sc. in Psychology from the University of Bonn in Germany. Lena has four years of work experience in the education sector in the context of international development cooperation. She is currently pursuing an M.Sc. in Psychology at the University of Bonn with a specialization in clinical and educational psychology.



### Mary Mendenhall

Mary Mendenhall is an Assistant Professor of Practice in the International and Comparative Education Programme at Teachers College, Columbia University. Her current research and programme interests include policies and practices of refugee education across camp, urban and resettlement contexts; teacher support and professional development in crisis settings, including a new project that entails teacher training, peer coaching and mobile mentoring; and the relevance and sustainability of education in emergencies interventions. Dr. Mendenhall led the partnership between the International Rescue Committee and the University of Nairobi to develop the first-ever graduate programme in education in emergencies from 2009-2013. She also served as the Network Coordinator for the Inter-agency Network for Education in Emergencies (INEE) from 2005-2007.



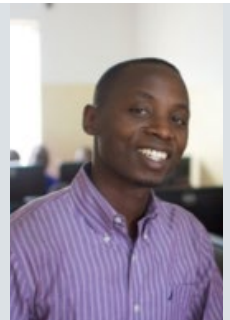
### Barbara Moser-Mercer

Barbara Moser-Mercer is Professor of conference interpreting and founder and Director of InZone, University of Geneva. Her research focuses on cognitive and cognitive neuro-science aspects of the interpreting process, the human performance dimension of skill development, and on factors that enable digital learning in fragile contexts. Through the development and installation of InZone Higher Education Spaces in refugee camps in the Horn of Africa and in MENA, she has expanded InZone's mission to design and implement innovative digital learning models for Higher Education in Emergencies working in close collaboration with UNHCR, the International Network for Education in Emergencies (INEE), ICRC, INGOs and higher education institutions in the Global North and South. She was a member of the High Level Group on Multilingualism of the EU Commission, and coordinated the European Masters in Conference Interpreting. She is also an active conference interpreter, member of AIIC.



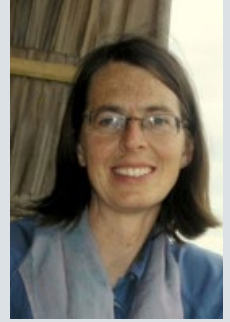
### Joseph Munyambanza

Joseph Munyambanza is Executive Director for COBURWAS International Youth Organization to Transform Africa (CIYOTA). Mr. Munyambanza empowers refugees in Uganda. He left his home country, DRC when he was six. Since he was 14, Joseph has been working with CIYOTA to increase access to education and learning outcome in refugee communities in Kyangwali settlement in Uganda. Joseph graduated from African Leadership Academy and has a degree in biochemistry from Westminster College where he received the university's highest honour, the Outstanding Senior Award. He is an advisor to the UN Secretary General and Gordon Brown, UN Special Envoy on Global Education First Initiative. Joseph was recognized alongside Liberian President Ellen Johnson Sirleaf as one of four Global Citizen Award winners. He is one of the 12 Skoll Foundation Young Leaders for the 2016 cohort. Joseph is leading a network 50 refugee camp youth leaders in Uganda, sponsored in part by UNHCR.



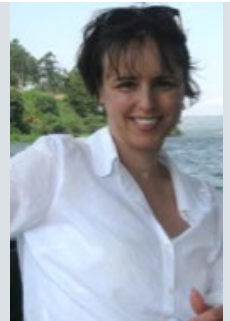
### Ruth Naylor

Ruth has worked in international education development since 1999 as a consultant, advisor, researcher and trainer. Her areas of expertise include education in conflict affected countries, teacher quality and effectiveness and addressing gender inequality in education. Since 2012, she has worked as Senior International Consultant for Education Development Trust. Her work has included: a review of Norway's education implementation partners in South Sudan (for Norad); a topic guide on education for populations in forced displacement (for DFID); Research into the quantitative impact of conflict on education (for PEIC); a review of evidence on teacher quality and effectiveness (for DFAT Australia) and Support to the monitoring of UNICEF's Girls' Education Project in Nigeria (DFID). She has been a member of the Inter-Agency Network for Education in Emergencies (INEE) working group on Education and Fragility/ Policy since 2012. Prior to working for EDT, Ruth worked with a range of NGOs including Plan and Education Action International. She led a global evaluation of the impact of Save the Children's Rewrite the Future programme on the quality of education in Afghanistan, Angola, Nepal, and South Sudan. Ruth started out as a teacher in the UK then a teacher trainer in Tanzania.



### Aida Orgocka

Aida Orgocka is the Project Manager of the Borderless Higher Education for Refugees, an initiative that brings university programmes to refugee and local communities in Dadaab, (Kenya) through a partnership of five entities including York University, Kenyatta University, Moi University, University of British Columbia and Windle Trust Kenya. Aida's work focuses on evaluation of development projects and policies, inter-institutional partnerships and aid effectiveness. Gender equality and women's empowerment are cross-cutting themes in her work.



### Ita Sheehy

Ita Sheehy is the Senior Education Advisor at United Nations High Commissioner for Refugees (UNHCR), responsible for global education strategy and programming for refugees both in emergencies and in protracted situations. Ms. Sheehy has had a long career in education, moving from elementary school teacher to curriculum developer, teacher trainer and college lecturer, and has spent over 20 years working in lower income countries in the Global South. She has worked with grassroots organizations, international NGOs, bilateral organizations and with several branches of the United Nations, most notably UNICEF and UNHCR, in education programme policy and design in both development and emergency contexts. The primary focus of Ms. Sheehy's work over the past decade has been on education in emergencies and in protracted crises, with an emphasis on systems strengthening to support education for displaced populations. Her current work focuses on expanding sustainable access to quality education as a core component of UNHCR's protection and durable solutions mandate.



### Dennis Sinyolo

Dennis is Senior Co-ordinator in Education International's (EI) Education and Employment Unit. He is in charge of EI's education policy and employment programmes, including the Sustainable Development Goals (SDGs) portfolio, Early Childhood Education (ECE), school leadership, the Quality Educators for All programme, EI's teacher migration and mobility campaign and related issues. In addition, he is a member of the Commonwealth Teachers' Group (CTG); the Commonwealth Advisory Council on Teacher Recruitment, Mobility and Migration; the Global Unions Working Group on Migration; the Advisory Board of UNESCO's Global Education Monitoring Report (GEMR) and represents EI on the Steering Committee of the International Task Force on Teachers and the Global Partnership for Education's Strategy and Policy Committee. He has also served as a member of the OECD's Group of Experts on School Leadership and the Group of Experts on the Education of Migrant Children. He also served as a member of the Group of Experts for the European Commission (EC) funded project on Competence Requirements in Early Childhood Education and represents the European Trade Union Committee for Education (ETUCE)-EI European Region, in the European Policy Network on School Leadership. Dennis Sinyolo has undertaken several studies on education and teachers, including a strategy for managing migration in Southern Africa (2013). He holds a doctorate in Education Management from the University of South Africa. Before joining the EI Secretariat, Dennis Sinyolo was Secretary General of Zimbabwe Teachers Association.



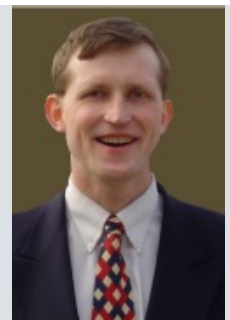
### Christopher Talbot

Chris Talbot taught in Australian and French high schools for 17 years. He also worked in curriculum development and teacher training, focusing on education for peace, human rights, environmental and development education. From 1993 to 2002, Chris worked for the Office of UNHCR, based in Geneva. From 2000 to 2002, he was UNHCR's Senior Education Officer, responsible for technical support and policy advice to the staff of UNHCR and its implementing partners, on the education of refugees worldwide. Between 2002 and 2008, he worked at UNESCO's International Institute for Educational Planning, where he was responsible for a programme of research, publications, training and advocacy on Education in Conflict, Emergencies, Reconstruction and Fragile States. He commissioned and edited case studies on these themes and developed IIEP's Guidebook for Planning Education in Emergencies and Reconstruction. From 2008 to 2009, he established and led the UNESCO Section for Education in Post-Conflict and Post-Disaster Situations. In 2010, Chris was CEO of Education Above All (EAA), a Qatar-based policy research and advocacy organization. Since early 2011, Chris has been a consultant, specialized in education in emergencies. He has been working for agencies such as UNICEF, UNHCR, the CfBT Education Trust, the Open Society Foundations, the Danish Refugee Council, NORRAG, GIZ, INEE, the International Rescue Committee, Search for Common Ground and the Overseas Development Institute. He was a co-founder of INEE and of the Global Coalition for Protecting Education from Attack (GCPEA), and was active in their leadership.



### Adrian Taylor

Adrian Taylor runs ForeSight to Strategy for Security and Sustainability in Governance (4Sing) GmbH, a consultancy firm that helps both public and private sector clients to use foresight methods to formulate robust strategy options. Adrian has experience in using a very large number of methods from Design Thinking through to Scenario writing, and leverages Open Source Intelligence and software tools for supporting (but not in any way replacing) human reasoning to anticipate future changes in the world outside as well as to develop robust strategies and monitoring tools to evaluate the implementation of the strategies. In the course of his work, he has had occasion to run projects in 38 countries of the world. Adrian has over two decades of working experience, and has previously been a junior officer in the British Army, a lobbyist on EU matters, a scenario planner in a joint venture with Global Business Network, Desk Officer for India at the European Commission and a visiting scholar at Georgia Tech, before joining the European School of Governance (eusg) – his last job prior to becoming self-employed. He was also President of the European Open Source Intelligence Forum in parallel to his employment with the eusg.





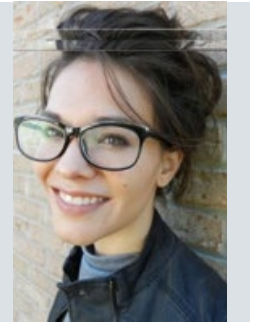
### Simon Thacker

Simon Thacker is an Education Specialist in the Education Global Practice in the Middle East and North Africa Region at the World Bank Group where he currently works on Qatar, Djibouti and Burundi and a regional initiative. Before joining the World Bank, Mr. Thacker was a teacher in Japan, several countries in Africa, France, and the US. He holds an Ed.M in International Education Policy from Harvard.



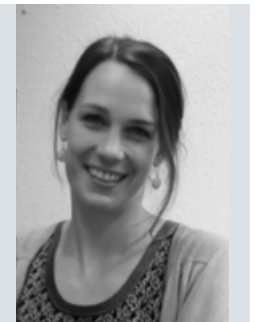
### Nina Weaver

Nina is the Director of Refugee Education Programmes at Kepler and Southern New Hampshire University. She is working on programme development and research for the Kepler Kiziba pilot programme delivering higher education and work opportunities in Kiziba refugee camp. Prior to joining Kepler, Nina worked with the Humanitarian Innovation Project, a research group based in the Refugee Studies Centre at the University of Oxford conducting research on bottom-up innovation, refugee livelihoods, and the economics of forced displacement. Nina holds a Master's Degree in Refugee & Forced Migration Studies from the University of Oxford, where her thesis focused on refugee education programmes in Kenyan refugee camps. She was formerly a Rotary Ambassadorial Scholar to Tanzania, where she taught in under-served government primary schools. Nina graduated Summa Cum Laude with a Bachelor of Philosophy in International Studies & African History from the University of Pittsburgh, where she first developed an interest in refugee education through volunteering as a tutor with resettled Somali Bantu refugees. Nina also has previous work experience in research and publication with Forced Migration Review, Oxford Monitor of Forced Migration, and Save the Children UK.



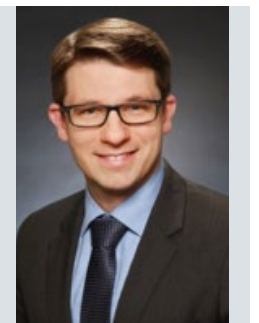
### Kristina Willebrand

Kristina Willebrand is an expert in the field of education, gender equality and conflict transformation. She works as advisor in the Yemeni-German Quality of Education Improvement Programme carried out by GIZ on behalf of the German Federal Ministry of Economic Development and Cooperation (BMZ). From 2014 to 2015, Kristina lead a project on good governance in education focused on teacher absenteeism. Since the outbreak of violent war in Yemen in 2015, Kristina supports the design and implementation of psychosocial support measures within the Yemeni education system. Next to her work in education, she serves as gender focal person for GIZ in Yemen. Kristina holds two masters degrees (Science of Education and Development Studies) from the University of Vienna, Austria. In 2016, she qualified as a peace and conflict consultant with the Academy for Conflict Transformation in Cologne, Germany.



### Christian Zange

Christian Zange is an Expert for digital education and learning, knowledge management and virtual collaboration at GIZ. From 2011 to 2014, Christian Zange was working for the Ethiopian Civil Service University as an integrated expert implementing digital technologies for learning and teaching, as well as, modularizing and standardising curricula design targeted at university students and civil servants in city administrations. From 2008 to 2011, he was supporting development agencies in Southern and Eastern Africa as well as South African Municipalities in the initiation and organisation of digital communities of practice and organisational learning. From 2002 to 2007, he was developing digital learning solutions for different industries and universities from conceptual design, didactics and technologies to coaching of teachers and students. Christian Zange studied education science with focus on intercultural communication, e-learning, digital technologies and knowledge management.



## APPENDIX 4: BRIEF INFORMATION ON BMZ, INEE AND GIZ

### Federal Ministry for Economic Cooperation and Development (BMZ)

As we stand at the beginning of the 21st century, the role of development policy has changed. Today, development cooperation is seen as global structural and peace policy. It aims to help resolve crises and conflicts in a peaceful manner. It aims to help ensure that scarce resources are more equitably shared, and that our environment is preserved for coming generations. And it aims to help reduce global poverty.

The Federal Ministry for Economic Cooperation and Development (BMZ) develops the guidelines and the fundamental concepts on which German development policy is based. It devises long-term strategies for cooperation with the various players concerned and defines the rules for implementing that cooperation. These are the foundations for developing shared projects with partner countries and international development organizations.

For more information, see: [www.bmz.de](http://www.bmz.de)

### Inter-Agency Network for Education in Emergencies (INEE)

The Inter-Agency Network for Education in Emergencies (INEE) is a fast-growing, open, global network of more than 12,700 individual members and 130 partner organizations in 190 countries. INEE members are practitioners working for national and international NGOs and UN agencies, ministries of education and other government personnel, donors, students, teachers, and researchers who work together within a humanitarian and development framework to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery. INEE serves its members through community building, convening diverse stakeholders, knowledge management, advocating and amplifying ideas and knowledge, facilitating collective action, and providing members with the resources and support they need to carry out their work on education in emergencies. For more information, see: [www.ineesite.org](http://www.ineesite.org)

### Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH is Germany's leading provider of international cooperation services. As a federal enterprise, it supports the German Government in achieving its objectives in the field of international cooperation for sustainable development. GIZ is also engaged in international education work around the globe. GIZ has more than 17,300 staff members and operates in about 130 countries worldwide.

For more information, see: [www.giz.de](http://www.giz.de)



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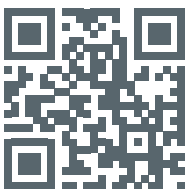
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