

PROMISING PRACTICES IN REFUGEE EDUCATION

CASE STUDY



REFUGEE EDUCATION: Is technology the solution?

Save the Children UK

Written by Emma Wagner, Save the Children UK



KEY FINDINGS

- Technology can play an important role in providing increased access to learning opportunities, as it can complement existing education systems and help to change behaviour towards learning. There are a number of promising practices included in this initiative, which highlight how existing technology used by refugee populations can boost refugee children's learning.
- However, there is a lack of robust evidence on the impact of certain technology on learning outcomes, and its testing in refugee contexts is even more limited as the total number of interventions are recent and research funding in humanitarian contexts is even more limited. It is the responsibility of NGOs, donors, businesses, governments and academics to undertake further research to truly understand the impact technology can have on learning outcomes for refugee children and share best practice.
- For technology to be effective in the learning environment, clarity over its purpose towards increasing positive learning outcomes is vital. Technology must be used holistically with other interventions,

use local content and have trained facilitators in order to support, facilitate and enable good teaching and quality learning.

- Stronger partnerships need to be created between refugee education experts and technology companies to ensure quality content is developed, which compliments the existing national curriculum and accreditation system.

Promising practices featured in this case study:

- Read to Kids, Jordan – Worldreader
- Eneza SMS Study Tool, Kenya – Xavier Project
- TIGER Girls, Jordan - Open Learning Exchange
- Every Child Learning, Jordan - Pearson & Save the Children

See also the separate full case studies which feature technology from Teachers for Teachers, Libraries Without Borders, The Vodafone Foundation and UNRWA.



INTRODUCTION

The quality of education that is available to refugee children, whether in camp or urban settings, is often of low-quality, putting children's well-being and learning at risk. In these contexts, national education systems become stretched, classrooms become overcrowded and teachers are put under greater strain. Refugee children present additional challenges to the average classroom; they may have experienced severe trauma, may speak a different language and may have missed extended periods of schooling. On top of this, teachers in these settings seldom receive suitable training, pay or teaching resources.

Over 89% of the world's refugees live in low- and middle-income countries whose education systems already struggle to meet the needs of the most marginalised children. Ongoing instability also exacerbates the challenges of displacement and can prevent parents from allowing their children to attend school.

While there are multiple challenges in providing quality education to the world's refugee children, the need for innovative, cost-effective and scalable educational solutions has never been more urgent. This paper highlights some promising practices in using technology to bridge the gaps, and asks if technology is the solution to providing refugees with quality education?

CONTEXT

In recent years, interest in the role of technology in refugee education has surged worldwide, with many hoping it could become a game changer that radically improves access to quality educational opportunities in some of the most challenging contexts.

Major investments are expanding mobile connectivity to all corners of the world, through terrestrial networks, satellites, drones, balloons and TV white spaces, among other means. This expansion has influenced communities globally, changing traditional modes of communication and learning. Often, refugees are covered by a mobile network of some kind. A 2016 UNHCR report indicates that 93% of all refugees live in areas served by at least a 2G network, and that 62% live in locations covered by 3G networks or better.¹

A mobile device is often one of the few possessions taken by people forced to leave their homes, and in many instances displaced people have access to a smartphone. Increasingly, mobile technology can provide a lifeline to education bringing learning to people where they are, preparing them for work, easing their integration into new communities, boosting their imaginations, building resilience and revealing routes from an uncertain present to more promising futures.

Although the potential of mobile technology to improve education systems remains one of the most under-explored areas of technological integration, it could be a viable area to foster large-scale sustainable change. Mark West, a specialist in ICT for education at UNESCO said: "The potential of mobile technology to facilitate learning in emergencies and crises is considerable but we are only just beginning to understand how to best leverage it and how to leverage it at scale."²

Yet concerns about overstating the use of technology for refugee education remain. In the enthusiasm to use technology in the classroom, efforts towards measurable learning outcomes can be reduced. Evidence has shown that inconsistent bandwidth and electricity for charging technology, as well as ongoing maintenance and a lack of training, hampers the use of technology for learning. One-off, top-down interventions, with little consideration for the local context do not work.

Valuable guidelines for the use of technology for refugee education and teacher professional development have been developed by USAID³ and INEE.⁴ These state that the role of quality teaching and human interaction should not be diminished – a blend of in-person teaching and technology is critical.⁵ Quality contextualised content, which uses existing technology and compliments the national curriculum is likely to be most successful.

Cover image: David* uses his tablet to access information for his studies, Kakuma, Kenya. © The Vodafone Foundation

Photo left: The Read to Kids programme in Jordan, has changed parents behaviour towards frequently reading with their children.
© Worldreader

PROMISING PRACTICES

There is a diverse landscape of technology for refugee education, with a large and growing number of initiatives and projects. Through the Promising Practices in Refugee Education initiative, Save the Children, UNHCR and Pearson selected 18 promising practices to be documented as full case studies. These include Libraries Without Borders, Teachers College, Columbia University and the Vodafone Foundation, which demonstrated the effective use

technology for learning (see separate case studies <https://www.promisingpractices.online/>).

The following programmes were selected to be featured within this technology focused case study because they provided further examples of promising practice, but within a pilot stage or at small scale.

Read to Kids, Jordan Worldreader¹

Context

In Jordan, limited access to books and educational materials, as well as a lack of parental engagement in learning outcomes and reading with children in the home, means that young Syrian refugee children lack the school readiness and support required to start school ready to learn. Once in school, many Syrian children have limited or reduced instructional time hindering the development of core competencies such as reading or language development. Compounding these challenges, young Syrian refugee children also show signs of toxic stress linked to the conflict and this can affect overall cognitive and social and emotional outcomes.

Promising Practice

Worldreader, through the Read to Kids Jordan intervention, aims to contribute to improved school readiness and language development while also mitigating the effects of toxic stress on children through shared reading activities with parents.

Read to Kids created a web and android app with a digital library containing 250 curated, high-quality Arabic children's texts for ages 0-12. A sub-collection of books aimed at promoting empathy and healing is included in the collection. Through partner organisations and a wide-reaching behaviour change campaign, 50,000 families are targeted with the outcome of fostering a culture of reading at the household level and getting them regularly reading to their children. The Syrian and vulnerable Jordanian families included in the pilot are principally host community and refugee populations in Amman where connectivity is more reliable.

By using mobile phones, already widely used by the target population, Read to Kids provides free access to digital books – however network connectivity is required to download books for offline reading. The application is free to users and there is no hardware to maintain or purchase as users use their personal mobile phones. Push notifications remind parents to read with their children and provide helpful reading tips.

The cost effectiveness as calculated per beneficiary is \$15 per year or a little over a dollar per month for unlimited access to reading materials, reading reminders and tips for parents. Cost will go down over time as initial investment included app development, content acquisition and digitisation, and a digital campaign.

Impact & Evaluation

Evaluation of this project is carried out through partner organisations tracking learning outcomes and changes in parental behaviour, as well as backend mobile data and monthly reports which assess frequency of use, reading preferences. Knowledge, Attitude and Practices (KAP) surveys and focus groups provide feedback on changes in parental and caregiver attitudes, and behaviours concerning the importance of frequently reading with their children.

While this project was only recently launched (March 2017), a similar project, although not in a refugee-hosting context, was piloted in India between 2015 and 2017 with vulnerable urban families in Delhi. The programme worked through health clinics, pre-schools and community organisations and reached 200,000 users after one year of implementation.

Scale

Read to Kids, Jordan aims to reach 50,000 individuals by March 2019. Partner organisations in and out of camp settings have demonstrated their interest in promoting the application to target populations they work with.

Challenges & Sustainability

A key challenge and cost is the promotion of the application by the project and partner organisations to increase the reach and discoverability of the application. Other costs when scaling up could include the addition of new and relevant content for cultural and linguistic groups, app development/improvements and regular training to new partners on how to integrate the tool into their work. Notifications for new user groups and data reports and analysis for partners.



Photo: Read to Kids aims to mitigate the effects of toxic stress on children through shared reading activities with parents. © Worldreader

TIGER Girls (These Inspiring Girls Enjoy Reading), Jordan

Open Learning Exchange

Context

50% of global refugees are youth who lack access to quality learning resources, effective teaching, and ways to make connections with the rest of the world. They face the real possibility that they will become a lost generation, dependent upon others for their survival. They are not only lacking the traditional educational achievements, but the workforce requirements themselves are rapidly changing around them.

Promising Practice

To meet this challenge, Open Learning Exchange (OLE) built Planet Learning, a digital system designed to help create Community Learning Centers that enable every member to achieve the personal learning they need throughout their lives. The system provides each learner with their personal dashboard that shows what multi-media, multilingual materials they have downloaded from their Community Library, including their books and courses, team activities and a record of their achievements. Periodically, the programme manager connects to the Internet, uploading each learner's activity data and receiving new resources from a national center. Planet Learning's technology is generic, adaptable and customizable, and costs less than \$10 per year, per learner.

TIGER Girls (These Inspiring Girls Enjoy Reading) is a community-centered empowerment program for adolescent girls that was established by OLE with support from UNHCR at the Zaatarı refugee camp, Jordan. Launched in 2015 with the goals to decrease the dropout rate among participants and encouraging team-supported, active, solutions-based learning, the TIGER programme demonstrates the effectiveness of this approach to learning as a means of increasing academic performance and enabling learners to experience power, meaning and connection in their lives that increases their ability to thrive in this ever-changing world.

The Free Education Library for Syrians (FELS), building on the TIGER program, expands this approach to Syrian refugees in countries around the world. FELS is an open repository of free instructional resources and career pathways to help Syrian refugees develop competencies and skills that support them in improving their lives, increasing their capacity to contribute to the communities in the countries which welcome them and continuing their connections with Syrian life and culture.

Impact & Evaluation

The Planet Learning system enables periodic exchanges to occur between online national centers and individual communities that are primarily offline. Data, by gender and role, includes frequency of sign-ins, number of resources downloads, number of courses/career pathways certifications, pre-and post-assessments and periodic surveys. Key findings from an objective report by the Harvard Graduate School of Education on the TIGER program include: 1) it helps girls stay in school, 2) safety was a major concern of the girls, 3) most girls have developed a strong desire to learn and are more optimistic about their futures.



Photo: TIGER Girls is a community-centered empowerment programme for adolescent girls with the goals to decrease the dropout rate and encourage team-supported, active, solutions-based learning. © Open Learning Exchange

Scale

Over the past decade, OLE and its partners have served 50,000 learners in more than 100 communities in Nepal, Ghana, Kenya and Uganda, and with Syrian and Somali refugees in Jordan and Kenya, respectively. An agreement was signed in August 2017 between Madagascar's Ministry of Education, OLE Madagascar and OLE International to use Planet Learning to improve public education for the country's nine million school-aged children.

Challenges & Sustainability

OLE's challenging mission is to move societies from an education system that emphasizes passive learning to a universal, far more personal, active and adaptive learning that becomes a life-long adventure. Many countries have invested heavily in creating national digital networks, however, in most cases that "last mile" remains a problem. OLE has developed that last mile technology that works off the Internet, is powered locally, and is extraordinarily inexpensive. It is primed to scale at a relatively modest expense, yet resources for capacity, as well as support for our Exchange Partners, is not meeting demand. OLE is eager to develop relationships with governments, organizations and individuals ready to join them in this adventure.

Eneza SMS Study Tool, improving access to quality education for refugees, Kenya **Xavier Project**

Context

Access to formal education for refugee children in Kenya is low in all settings across the country. Less than 50% of all refugee children are enrolled in formal education. Due to the overpopulation in schools and a lack of classrooms and teachers, quality learning outcomes are difficult to achieve. For children in refugee camps, rather than urban areas, the situation is worse, with insecurity pushing away qualified teachers and other staff.

Promising Practice

Eneza is a SMS based study tool used by primary school-aged refugees in urban areas and refugee camps in Kenya. It addresses both access to education and the quality of education received. It can act as an incentive to draw children to school while enabling children to continue studying if their school closes, or they are unable to attend. By improving grades at the primary level, it also opens opportunities for refugees to transition into secondary level. The tool has a marked impact on the grades of students who use it regularly, and by alleviating pressure on teachers it enables teachers to be more creative in lessons and in setting homework.

The study tool is delivered through basic mobile handsets via a user-friendly text message platform, without the need for internet connectivity. It enables students to access education materials for a range of subjects based closely on the Kenyan national curriculum. The students can access quizzes and tutorials/mini-lessons while teachers are able to access courses and quizzes designed to enhance their professional development. The tool has a dashboard which gives individualised data on the progress of each student. This enables feedback to be given to teachers and community workers to ensure the student gets more help if needed.

It costs US\$1.40 per student per month to run. This covers the cost of the SMS packages and implementation, such as travel costs for staff and stipends for community workers. These costs are covered by Xavier Project and partners so refugees do not need calling credit to use the platform. In 2016, this totalled US\$37,800. Xavier Project provides each student with a pre-paid phone credit voucher for one year. Students who graduate then pass on the handset to a student junior to them.

Impact & Evaluation

In 2016, Xavier Project monitored the results of 173 students sitting Kenya Certificate of Primary Education (KCPE) exams and the impact of Eneza on their results. Between both Kakuma and Dadaab, students who regularly used the SMS based study tool improved their grades by 21% between term one and term three of 2016.

A complete evaluation of the partnership between Xavier Project and Windle Trust in Turkana County has not yet been completed, but observations and preliminary results show that simply introducing Eneza into schools has a direct impact on enrolment and retention as children are excited to be using an innovative learning tool.

Children continue learning through Eneza even when their schools have closed or in other times of crisis. In 2014, during Usalama Watch in Nairobi, the Kenyan government began a systematic crack down on urban refugees, leading to mass arrests and deportations out of the city. Due to fear of arrest or harassment, many children stopped attending school, yet those enrolled on Eneza could continue studying. Similar examples have been witnessed when refugees who leave Dadaab to return home to Somalia, carry on using Eneza up until the border with Somalia.



Photo: Xavier Project provides students with a prepaid phone credit voucher for one year to access the study tool. © Xavier Project.



Photo: Refugee girls in Kenya, use the Eneza SMS study tool to access education © Xavier Project

Many teachers in refugee camp settings are untrained and must cope with class sizes of up to 200 students. It is almost impossible to effectively set and mark written homework in these settings, at least not on a regular basis. Eneza enables teachers to set homework on the Eneza handsets, which is then marked by the system. They get the results the next day from the dashboard. While not a replacement for personalised marking, it means homework can be set on a regular basis. Eneza also has a course for teachers which helps with classroom management and other areas of basic pedagogy.

Scale

Xavier Project state that at scale, overheads would decrease marginally. It would take little extra operational expenses to increase the number of students, as each 200-300 students is allocated a community worker who creates a localized project.

Number reached so far:

	Children	Teachers Trained
Female	3,450	180
Male	3,600	220

Challenges & Sustainability

Students enrol using basic handsets they borrow from family members or neighbours. In 15% of cases this strategy did not fully work, or last until the end of the year. Reasons given were mainly that the family member had either lost the SIM card, had moved away or decided not to let the child use the phone any more. The public exams in 2016 were notoriously difficult and harshly marked. This has been praised generally, but made comparing marks between 2015 and 2016 difficult. Students generally achieved lower marks in 2016 than they did in 215 due to the new marking scheme. There are still areas of Dadaab where phone signal is still a problem. Some users in these blackspots were only able to use the service intermittently.

Every Child Learning: Increasing educational opportunities for Syrian refugee and host community children in Jordan

Pearson & Save the Children

Context

With 655,365 Syrians registered with UNHCR in Jordan, the education system is hugely strained. 50% of Syrian boys and 55% of Syrian girls drop out of formal education between grades 7 and 11 for many and varied reasons that include, poverty, low interest in school and violence.

Misunderstandings and frustrations between Jordanians and Syrians can manifest in incidents of violence and harassment. These challenges to social cohesion are exacerbated by limited communication between communities and local governments. The inability of municipalities to address inadequate service provision has led citizens to lose confidence in their local institutions and weaken links between citizens and government entities. While even prior to the Syria crisis, education services in Jordan were inadequate to meet the needs of school-aged children, the Syria crisis has further impacted on key determinants of quality education – and schools are struggling to meet the academic and wellbeing needs of Jordanian and Syrian students. Syrian children continue to have low retention rates and lack access to formal education, while the families of Jordanian children report concerns over the decreased quality of education due to shortened and overcrowded classrooms resulting in double-shifting where one set of students attend school in the morning and another set of students attend in the afternoon.

Promising Practice

The pilot for this project, developed by Pearson and Save the Children will be implemented, in partnership with the Jordanian Ministry of Education, from September 2017 to August 2019. It consists of a maths learning app, “Space Hero” (Batlafada), developed by Pearson, in collaboration with refugee and Jordanian children using learner-centred design approaches. It will support a broader Save the Children led in-school programme focusing on teacher professional development, school community relations, after-school learning and psychosocial support. The app can also be found on the Google Play store to download for free, so that children can access learning anywhere at any time.

Two strands of work will support children to reengage with and accelerate their learning outside of school hours: the maths app that encourages independent learning through game play, and teacher-led learning through remedial classes in Arabic language. The two strands are aimed at enhancing formal curriculum learning in two core subjects and are complementary to one another.

Pearson have developed the app, initially for Grade 4, which aims to provide children with a fun way to engage in maths learning and ensure they achieve grade-level competencies. It will facilitate the development of numeracy competencies aligned to the national curriculum of Jordan. Throughout the pilot phase, the maths learning app will be updated to also cover the maths curriculum for grades 5 and 6.



Photo: Ibrahim* arrived from Syria in 2014. He missed the school registration deadline and was forced to miss the year. He now requires remedial classes in Arabic language. © Hassan Hijazi/Save the Children

Research suggests that most families living in Jordan (Syrian and Jordanian) have at least one smart phone per household. However, as not all children in target schools will have access to a smartphone in their household, the project will ensure fair access by providing schools with a library of smart phones for the short-term lending of devices to students. The smartphones will have the maths learning app pre-downloaded and will be locked to prevent children from using these tools for other purposes, as well as safeguarding them from risks associated with open internet access.

Through the pilot, 3,750 people will be directly reached, including 3,380 (1,940 and 1,440 girls) Jordanian and Syrian children aged 9 to 12 years (grades 4-6), to accelerate their learning and improve well-being. Through the maths app, the aim is to improve the learning outcomes for 2,660 (1,580 boys and 1,080 girls) Jordanian and Syrian students (grades 4 to 6) in the specific maths sub-skills and soft skills covered by the app.

Evaluation

A full MEAL and research plan will be developed in Phase 1 of the pilot. Save the Children field staff will conduct field visits and collect data from school staff and management. By the end of the pilot phase, they will have built a strong evidence base. A proof of concept model will be developed that can be updated and scaled-up in Jordan in collaboration with the Ministry of Education and other actors, ensuring sustainability.

CHALLENGES

Clarifying the use of technology for education

With increased attention and enthusiasm for technology for refugee education, it can be seen as a silver bullet, yet with monitoring and evaluation in this area remaining in its infancy, the impact of technology on learning outcomes is still less understood. Learning outcomes must always be the goal when implementing technology programming, which requires a priority focus on quality educational content, rather than the technology itself. Despite the potential of technology for education system strengthening, through data collection, paying teachers and improving administration, there is much more room for growth in this area.

Cost

Costs in producing and testing the technology can be extremely high.

Electricity & Connectivity

A recent UNHCR study found that displaced populations face serious difficulties connecting to the internet or taking advantage of mobile communications.⁶ For rural populations, electricity may be inconsistent and networks are often slow, unreliable or unavailable, constraining their potential for education. For both urban and rural displaced populations, connectivity is expensive and the UN estimates that many refugees spend up to a third of their disposable income on mobile connectivity.

Lack of research evaluation & collaboration

Technology for refugee education is in its infancy, which means there is limited evidence of what works, and why. Assumptions are made and successes can be overestimated, unless robust monitoring and evaluation is conducted. Furthermore, research frequently quantifies the use of the technology itself, for example frequency of use, types of books read, courses taken part in, rather than on the children's learning outcomes. Additionally, there is a growing number of initiatives that rarely collaborate and therefore sharing lessons is still very limited.

Lack of contextualised quality content

Low levels of literacy are a barrier to using technology for learning for refugees, since much of the internet and many mobile applications are in English, which means that large numbers of refugees, with limited or no English skills, are prevented from using them. Content may not be relevant, appropriate and accepted by teachers, students or the broader community. Educational content may work in some locations, but not others – due diligence to localise all content is required.⁷

LESSONS FOR PROMISING PRACTICE

While technology is no panacea in educating refugees, the promising practices included in this paper, and in the wider initiative, indicate that if it is implemented well and for the right purposes, technology can be a tool to support, facilitate and enable good teaching and quality learning. The education sector has a responsibility to harness the potential of technology, while recognising the challenges it poses. It is also important to recognise that refugee communities have a wealth of knowledge and expertise to draw upon. In each context, decisions about education, teaching practice and system strengthening, require partnership and collaboration with the refugee and host communities.

The following lessons have been learned from both the specific case studies mentioned and wider research.

- **Access for mobile populations:** In many refugee contexts classrooms are overcrowded, offer poor quality education, or may be too insecure to attend. Technology can provide a route to accessing education in these challenging settings, as long as electricity and connectivity is available, reliable and low-cost. Options that use less power and can be recharged through solar or wind-up mechanisms are preferable to relying on grid-based electricity. However, technology for refugee education may not necessarily reach or impact girls and boys in the same way, or reach children with disabilities. Technology has the potential to support inclusive education in these difficult contexts, but should be looked at from a 'Do No Harm' perspective with particularly vulnerable groups.⁸
- **Technology can support learning outcomes:** The use of technology in learning settings requires a clear definition of purpose before implementation, with explicit learning goals and outcomes. Technology should be aligned to national curricula and accreditation systems to have the most impact. Technology can also be used to boost school readiness. Initiatives which support parents to read digital books with their children increase the children's emergent literacy and numeracy skills, while also changing parents' behaviour towards reading aloud with their children.⁹

Technology can play a role in providing psychosocial support to refugee children who have experienced trauma, although how this is measured is still being debated. For refugee children in unstable contexts, educational technology programmes offer some tangible hope – having the opportunity to learn how to use a computer, tablet, or a smart phone, can stimulate their interest to learn more. This is particularly true if the technology enables them to communicate with people elsewhere.

- **Leverage existing technology:** Major investments are expanding mobile connectivity to more rural and remote areas, where refugees live. Many refugee adults own a phone which their children can use for educational purposes. Phones are widely used, easily fixed and upgraded, whereas installing and maintaining other types of technology requires higher costs and technical capacity, as well as training for users.

Using existing technology means that educational programmes are more likely to be easily scaled up and be sustained. When considering bringing in a new technology, the disadvantages and advantages should be discussed with the local community.

- **Get the content right:** Technology is the key delivery mechanism for a learning experience, yet frequently innovative technology for education solutions, are developed outside of the local contexts in which they are meant to be applied. Technology for learning must use local content which appeals to learners and is easy to use. It must use the appropriate language and use local cultural references. Promising practices have engaged local content developers to create digital learning materials that are appropriate for children of different ages and accepted by teachers. Any replication of a well-performing programme still requires due-diligence towards localisation.
- **Need for a holistic approach:** Technology by itself will not transform children's learning. It is essential to conceive and design a programme holistically. Human resources and teachers are still crucial to the success of educational initiatives. Effective blended learning practices involve using technology alongside face-to-face learning and interactions. If teachers are not both trained in how to use the technology and sufficiently convinced it will have an impact on their students' learning, it is unlikely to be used effectively. Investment in technology itself should not be at the detriment of teacher training to use the technology. Preferably a range of trainings should be offered, including face-to-face, peer based and online.
- **Need for further research and collaboration:** With technology for refugee education being a relatively new concept, and many initiatives still at pilot stages or scaling up, much more evidence and information sharing is required to truly understand the role it can have in reaching the most vulnerable refugee children and having transformative impacts on their learning outcomes. There are still knowledge gaps to be filled, unexploited potentials and room for improvement, particularly on sustainability. Research should be both qualitative, and quantitative to fully understand the breadth of impact technology can have on a child's learning and the social and cultural impact. One reason why sustainability and scaling up technology in refugee education is challenging, is the lack of multi-year funding to education in emergencies. Further collaboration between initiatives to share good practices and pool resources would greatly increase expertise in this field and sustainability.

APPENDICES

¹ UNHCR, 2016. Connecting Refugees. How Internet and Mobile Connectivity can Improve Refugee Well-being and Transform Humanitarian Action. <http://www.unhcr.org/en-us/5770d43c4>

² Mobile Learning Week 2017 – Education in emergencies and crises Press Release 22 Dec 2016 http://www.unesco.org/new/en/media-services/single-view/news/mobile_learning_week_2017_education_in_emergencies_and_c/

³ USAID, 2013. Using Technology to Deliver Educational Services to Children and Youth in Environments Affected by Crisis and/or Conflicts. Sam Carlson and JBS International.

⁴ INEE, 2015. Where it's needed most: Quality Professional Development for all Teachers. Chapter 7. http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1162/Teacher_Professional_Development_v1.0_LowRes.pdf

⁵ INEE, 2015. Where it's needed most: Quality Professional Development for all Teachers. Chapter 7. http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1162/Teacher_Professional_Development_v1.0_LowRes.pdf

⁶ UNHCR, 2016. Connecting Refugees. How Internet and Mobile Connectivity can Improve Refugee Well-being and Transform Humanitarian Action. <http://www.unhcr.org/en-us/5770d43c4>

⁷ USAID, 2013. Using Technology to Deliver Educational Services to Children and Youth in Environments Affected by Crisis and/or Conflicts. Sam Carlson and JBS International.

⁸ Landscape Review, Education in Conflict and Crisis: How can Technology Make a Difference?

⁹ USAID, 2013. Using Technology to Deliver Educational Services to Children and Youth in Environments Affected by Crisis and/or Conflicts. Sam Carlson and JBS International.

CONTACT INFORMATION

Emma Wagner, Education in Emergencies, Policy & Advocacy Adviser, Save the Children,
e.wagner@savethechildren.org.uk

Wendy Smith, Director of Education, Pre and Lifelong Reading, Worldreader, wendy@worldreader.org

Edmund Page, Chief Executive, Xavier Project,
e.page@xavierproject.org

Richard Rowe, Chief Executive, Open Learning Exchange,
richard.rowe@ole.org

Teodora Berkova, Director of Social Innovation, Pearson,
Teodora.berkova@pearson.com

Lindsey Dickinson, Senior Partnerships Manager, Save the Children, l.dickinson@savethechildren.org.uk

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

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

This case study is one of more than twenty promising practices that were selected as part of the initiative.

The practices have been grouped under one or more of six themes.



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

Approaching the immediate crisis with a long-term perspective:

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

Understanding different contexts and meeting distinct needs

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

Improving outcomes for all

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

Our reflections on all of the promising practices that we identified and documented and their implications for policy and practice are available in a separate Synthesis Report.

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