

PROMISING PRACTICES IN REFUGEE EDUCATION

CASE STUDY



ESSENCE OF LEARNING: An approach to foster and sustain children's ability to learn in times of crisis

Caritas Switzerland

Location:	Gaza
Target population:	Children aged 6 to 12
Intervention type:	Learning/psycho-social support for children out of school (10 weeks)
Date started:	2014
Number of beneficiaries reached:	3,150 children and 3,200 adults

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KEY FINDINGS

Essence of Learning (EoL) is a child-centred and holistic approach to Education in Emergencies that addresses the specific needs of children who are growing up in crisis contexts. It links pedagogical and psycho-social components to foster children's resilience and their ability to learn. EoL has been implemented in post war and crisis contexts such as in Kosovo, Chechnya and in Roma communities in Eastern Europe. The present case study focuses on EoL as it is conducted with children, educators and parents in six communities in Gaza.

Some of the key findings from the EoL programmes to date are that:

- Children living in a hostile environment, who have undergone toxic stress, need support in overcoming their learning barriers. Accelerated learning programmes, which allow children to re-enter education systems, often do not sufficiently address the effects of toxic stress. These children often battle with learning difficulties such as memorization and accessing knowledge they have previously had. This is where EoL differs as an innovative approach by combining psycho-social support with accelerated learning, allowing children to catch up and re-enter the national education systems.

- Traditional teaching methods, when dealing with children who have been through war and trauma, often fall short of assisting children to acquire their own learning strategies. These children have missed significant amounts of time at regular schools, and are at high risk of falling behind or even dropping out when they enter a formal classroom setting. EoL programmes have shown that once children have the ability to create their own learning strategies, using the teaching aids facilitated by the teacher, they are much more capable of closing the learning gaps lost while out of school.
- Safe spaces are equally as important as children's personal home environment. Through their direct inclusion in the EoL programme, parents and caregivers gain a better understanding of the psycho-social effects the environment has on their children's well-being and learning abilities, and are empowered to provide useful assistance. EoL is particularly successful when children practice EoL activities at home, together with siblings, parents or independently to do their homework. When their innate motivational urge to learn is reinvigorated, learning becomes part of their daily life.

Cover: "Since letters can speak like puppets it is much easier for me to remember them" 9-year old Rawan reports proudly presenting her letter she produced. © Caritas Switzerland.



INTRODUCTION

Millions of children are out of schools because they are on the move, or live in failed states, underserved refugee camps or slums. Therefore, to provide those children with a realistic chance for a decent life, the outreach of educational systems must be increased. Out-of-school children who have missed months or even years of school, often have troubles re-entering the formal education system as they are too old and/or have not reached academic milestones as set by national education standards.

EoL has brought forth multiple examples of children that have caught up missing years of education in a short period of time, preventing cases of children who cannot re-connect, drop out of school or simply show no interest.

According to Caritas Switzerland's experience in the field of Education in Emergencies (EiE), whether children re-integrate into the formal school system depends more on their ability to remove learning barriers than on their intellectual capacity. Living in situations of toxic stress, children protect themselves by shutting down their sensory organs to avoid harm and reduce fear. Being detached from their sensory capacities blocks learning for obvious reasons: a child that is not able to hear, refuses to speak, or has memorisation difficulties, is unlikely to succeed in school. While some children in the aftermath of war or crisis are able to restore their sensory and motor skills by themselves, others do not. It is for these children, who are unable to reconnect with their sensory feelings, that EoL was created.

It provides a solution for children that fall out of the appropriate class for their age (and do not meet the basic requirements of the national curriculum), through an accelerated learning approach that addresses their root psycho-social challenges to learning.

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

CONTEXT

Gaza is one of the world's most densely populated areas with 2 million inhabitants living on 360 square kilometres. Out of the 2 million inhabitants, 1.3 million are Palestinian refugees coming from the West Bank, of which roughly 1 million still live in one of the eight refugee camps. Gaza has one of the world's largest population growth rates, and thus is one of the youngest populations, with more than half below the age of 15. Israel withdrew from Gaza in 2005, but has continued to control the sea and land access to Gaza, with intermittent exchanges of rockets fired from both sides. After Hamas took over power in the Gaza strip in 2007, Israel imposed a blockade on Gaza, controlling all goods that can enter, limiting most to humanitarian aid. The blockade has continued since then with devastating consequences for the inhabitants of Gaza: they are confronted with an insufficient and unstable supply of basic goods and power, increasing ecological, social-economic and health issues, and the lack of any real prospects for the future.

The average 7-year-old Palestinian child from Gaza has never left the 365 square kilometre coastal enclave due to the blockade in place since 2007, and has witnessed 3 military escalations. The child attends only a 3 hour class per day in an overcrowded school with 40 classmates, and is exposed to physical punishments by parents or teachers.



Photo: Children on their way to school after the 2014 war in Gaza.
© Caritas Switzerland

The living situation for families in Gaza is a challenge every day, and children are expected to contribute to their family's income. As many of the destroyed schools have not been reconstructed, they attend school in shifts with overcrowded classes and teachers that are working under extreme conditions, suffering from low and irregular income. On top of their duties at home to help their families make a living, children receive a lot of homework which they try to conclude fast, mostly using negative coping strategies such as copy-pasting from classmates, in order not to get punished.

A high rate of the children are malnourished and under psycho-social/toxic stress, showing various symptoms such as anxiety, aggression, sleeplessness, bed-wetting, inability to wake up, body aches or withdrawal.¹ Children generally reported that they are not able to learn the way they used to, and that they are suffering head- or other body aches when they have to go to school. Older children further expressed a lack of meaning and purpose, and thus frustration, given the absence of career prospects and the high rate of youth unemployment.

Despite general access to education in Gaza, the level of quality is at stake as long as the effects of war and occupation on children are not properly addressed. This poses the threat of creating a 'lost generation' that adopts negative coping strategies (e. g. aggression or criminal conduct). According to a survey of the UNICEF CPRA² (from September 2014), 100% of adult respondents confirmed that there have been changes in children's behavior as a result of the psychological distress of the conflict. With an estimated 373,000 children in need of psycho-social support, with families fully occupied to regain economic and social normalcy, and overburdened teachers and educational staff (many of whom have also experienced acute trauma), Gaza is in dire need to find new ways to enhance children's resilience and cope with the difficulties of the educational system.

INTERVENTION

Problem statement

Children that live under permanent toxic stress, in many cases, suffer from learning and memory difficulties, as well as following a set curriculum. In Gaza children have reported problems retaining what teachers are telling them, and making sense of what is written in textbooks. *“It was like numbers would just fall out of my head, I could not solve even first grade calculations,”* reported 9-year-old Rawan. Furthermore, bad marks increase pressure at home and in school, resulting in additional stress and occasionally physical punishments which further inhibits learning. Children under toxic stress are at a high risk of failing in formal education and missing out on key educational opportunities that could lead to better employment chances.

Hence, in a context like Gaza, schools play a critical role in providing normality and structure. Living a life disconnected from schools means that children are missing support in building their values, lack a sense of belonging to the society and are forfeiting chances to develop their creativity and self-reliance, which is an important pre-requisite for resilience.

Essence of Learning (EoL)

The innovative element and key success factor of the EoL-approach is that it gives children, in a stress-free environment, the possibility and freedom to reiterate former learning and child development steps that (might) have been lost due to the harsh living conditions they are experiencing. In this way, EoL seeks to enable the children's learning ability and to strengthen their resilience, and thereby helps them to follow their age appropriate curriculum.

EoL's practical teaching method follows the classical Early Childhood Development-steps (ECD), based on the understanding that topics and situations generally have to be experienced with sensory awareness first, followed by orientation, imitation and exploration, before the learning task can be internalised and self-reliantly adopted to new tasks. Accordingly, EoL's teaching exercises mimic the child's natural learning pathway in its play and drawing behaviour, which enables the child to complete identified learning gaps in a playful way (see figure 1).

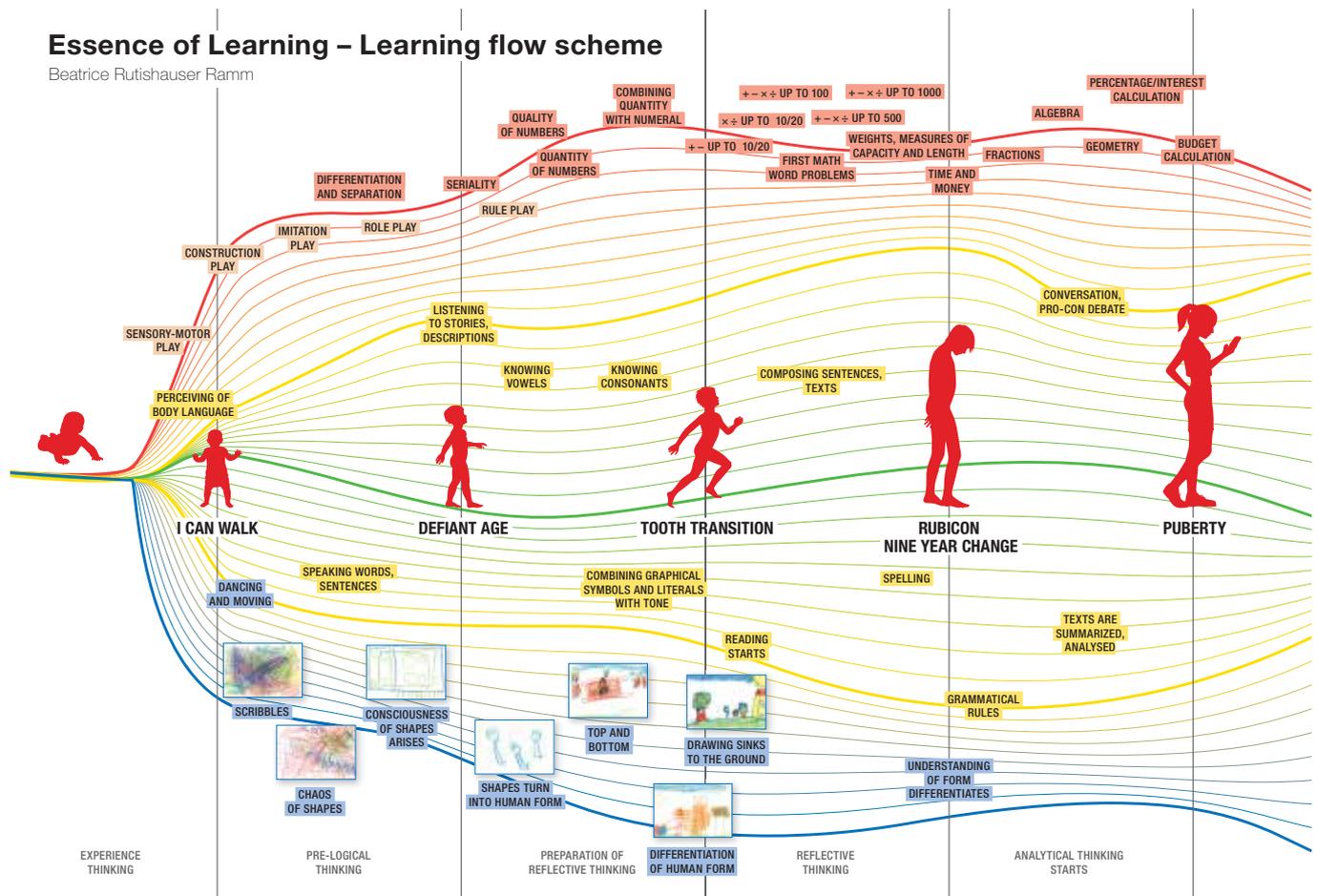
FIGURE 1: LEARNING FLOW “PLAY DEVELOPMENT” WITH ITS LEARNING STEPS AND RELATED ACTIVITIES

Learning step	Activities according to the stage of development
Sensory-motor play	<ul style="list-style-type: none"> • Explore the surroundings by using all senses
Construction play	<ul style="list-style-type: none"> • Establish figures, towers, and landscapes using recycling and natural materials (2-dimensional and later 3-dimensional)
Imitation play	<ul style="list-style-type: none"> • Imitate activities and behaviour of reference persons such as parents, siblings and teachers
Role play	<ul style="list-style-type: none"> • Imitate tales, experienced situations, or purely fictional situations taking over various roles.
Rule play	<ul style="list-style-type: none"> • Games with own rules (e.g. hopscotch, bowling with plastic bottles, ball games with newspaper, dice games) • Games with pre-defined rules

Legend: Play development is an important pre-requisite for a successful learning process. EoL assumes that along the learning flow “Play development”, which has a supporting role, children acquire learning strategies. In this manner, they master mathematical and linguistic learning steps in a playful way

Building on this principle, EoL allows children regardless of age and former level of education to “re-enter” the learning flow at the level they can master without external help, whereby the learning flow is defined as a fixed sequence of learning steps for a certain subject such as mathematics, drawing or language (see figure 2). Starting from where children feel comfortable, they repeat former learning steps until they have caught up and reached the level that corresponds to their age. To achieve this, EoL presents each step of a learning flow in an age appropriate way. This means it imparts learning or relearning for example of “addition from 1 to 10” in different ways according to both the ability and age of a child. It further fully integrates psycho-social and pedagogical aspects, as learning is mainly done while playing. Depending on the child's level of psycho-social symptoms, learning difficulties and age, this process can happen quite fast or take more time.

FIGURE 2



Legend: EoL's three learning flows for Mathematics (red), Language (yellow) and Drawing (blue) with its irreversible sequences of learning steps. The learning flows are structured along the child's development stages (green) - I can walk, defiant age, tooth transition, Rubicon, and puberty - that go along with a certain mental ability defined by the development of the brain.

The materials used in EoL are all sustainable. Even colours for painting, glue and brushes are prepared in participation with the children from various natural materials such as henna, flour or feathers.

A key activity of EoL is to help the children create their individual "learning helpers" and "learning box" using collected materials (such as stones, seeds, plastic bottles and caps, etc.), which they can use to both solve tasks within the learning process, as well as play. They experience these activities as fun, and practice them as explored in the EoL course and at home to self-reliantly do their homework and to enhance their learning box according to their own tastes. In many cases it becomes a family affair, where siblings, friends or parents get involved in the play and learning. Key to EoL's success is that children's innate motivational urge to learn is reinvigorated and learning becomes part of their daily life.

EoL is a low technology, low cost approach to teaching, as it uses locally accessible recycling and natural materials. This not only reduces costs, but roots learning and learning strategies into the everyday life of a child. Reconnecting children to their everyday reality, helps them to develop a realistic perception of their environment, and stimulates their sense of belonging. In addition, EoL enhances the children's ability to observe by picking weekly topics that connects the different learning flows with their immediate surrounding and reality. In mathematics for example, the topic "transportation and market" could be taught by counting or arranging goods that are transported or are missing on a mode of transport (for younger age groups), or by going further and questioning distances and time needed to transport goods (for older age groups). Whereas for the drawing learning flow, the children might be encouraged to imagine and draw goods and containers that protect them while being transported.

EoL's 10-week-programme

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

The entry week serves to establish trust between the teacher and children, and to develop the learning materials such as the individual learning box, which the children use to place their tools they apply in their learning strategies, or to design the front-page of the notebook they receive to note down whatever seems important to them. The 10 weeks are structured along a weekly topic and offer children the opportunity to work on the learning steps and content that are relevant for them. After having mastered a learning step, the teacher supports and motivates the children to proceed to the next one, or to concurrently work in all three learning flows (see figure 2). The exit week helps children to consolidate their learning strategies and to celebrate their individual and collective achievements, together with the caregivers and teachers. In Gaza, EoL is provided in two shifts of 3 hours, 4 times a week to two age groups (6-9 and 10-12) of 15 children each. Most of the children showed impressive improvements after 12 weeks. Only 6 - 10% of the children needed more time and could not master the regular school curriculum after visiting the EoL 10-week-programme.

The 10-week-programme in Gaza was developed in close collaboration with Caritas' local partner YEC (Youth Employment Center). The 4-day EoL educators training for YEC educators is followed by weekly peer-exchange activities among educators to improve their practices and individual set of EoL topics during the 10-week-course, and a 2-day mentoring session hosted by Caritas' Senior Education Advisor. In addition, sensitization-workshops (2 half day sessions per cycle) and counselling work for parents and caregivers of participating children are provided, to fully engage them, establish a safe and enabling home environment for children to develop, and thus to achieve a lasting and sustainable change and impact.

To measure the achievements, the process of learning is monitored. For each cycle of an EoL course a pre- and post-assessment of children's psycho-social symptoms and behaviors, as well as their drawings, is conducted. By using the analysis of children's drawings, to verify and underline the results of common evaluation methods, EoL has started to map out a niche research tool that provides valuable indications on a child's resilience and well-being. The evaluation also includes feedback from educators and the participating families on the children's behavior and participation in the center, family and community. Furthermore, in the last quarter of 2016, an external evaluation was carried out.³

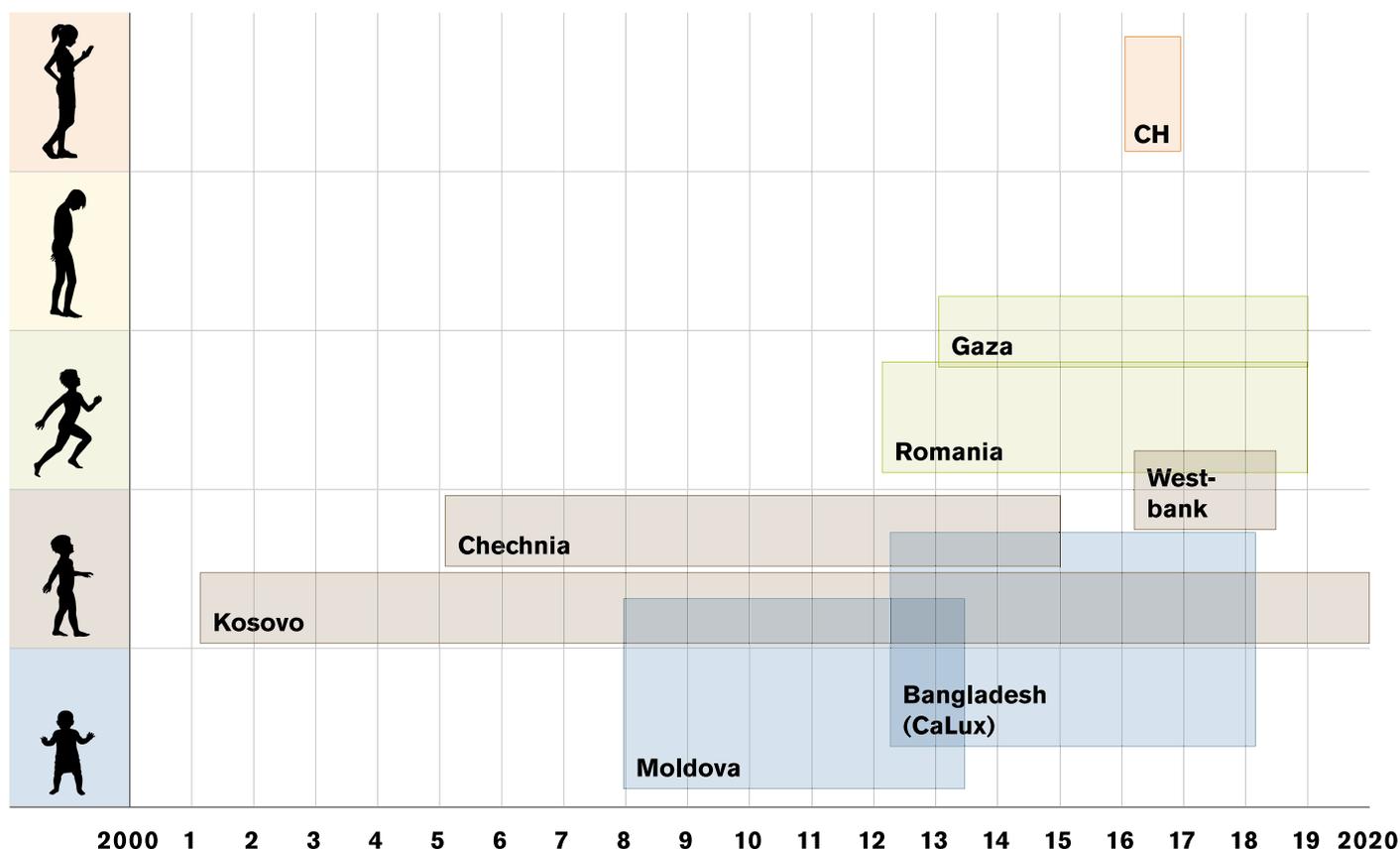


Photo: Sensory-motor play to explore the surroundings by using all senses © Caritas Switzerland

KEY MILESTONES AND OUTCOMES

The EoL approach developed by Beatrice Rutishauser Ramm for Caritas Switzerland has been successfully used in Chechnya, Kosovo, Moldova, Romania, Bangladesh and the occupied Palestinian territories (see figure 3). Its's impact has been proven in external and internal evaluations at the level of children, caregivers and teachers in both social and humanitarian crisis.⁴

FIGURE 3: EOL PROJECT IMPLEMENTATION



Legend: Essence of Learning started in 2002 in Kosovo, followed by Chechnya. After those two post war contexts, EoL was used in projects in Moldovan prisons and hospitals, where young children grow up outside of national education systems as well as in Romania with Roma children and in slums in Bangladesh.

There is strong evidence that EoL's teaching materials and methods enable children to overcome their learning difficulties by reactivating their senses. In crisis, small children are especially prone to lose their sensory perception, and thus "shut down" their system to protect themselves from further negative experiences. This obviously is an obstacle to absorb new learning contents. Reactivating and developing senses and body awareness is thus the first step to reactivate learning. EoL is doing this through activity-oriented lessons fostering the creativity of children through drawing and sensory and motor games. As it starts education at the level they can master, children experience success and satisfaction. This makes EoL a "non-deficit oriented approach" that is building on the existing skills and strengths of a child.

Field reports and evaluations in Kosovo and Chechnya repeatedly confirmed the benefit of EoL on the children's later educational and personal development, and thus its long-term effect. Fourth and fifth graders who have benefited from the EoL approach when they were in kindergarten age have been compared to peers that were exposed to the same stressors, but didn't attend an EoL programme at kindergarten age. The evaluations showed that EoL enabled children to restore their learning capability and build up their long-term memory. The number of children that could learn and master algebra, geometry and other analytical tasks in fourth and fifth grade was significantly larger among those who attended EoL programmes at kindergarten age.⁵

For Gaza, the EoL approach was rearranged for the first time to a structured 10-week-programme, with astonishing feedbacks and results. The positive reaction of parents and children to the new setting can be attributed to the limited intervention time (12 weeks, 3 hours, 4 times a week) with clear goals (repetition of the Learning Flow in mathematics and Arabic/English), and the way in which parents were encouraged to participate in the programme. 90-94% of the children could master the regular school curriculum after visiting the EoL 10-week-programme, so far.⁶

Children report that after having taken part in an EoL course that they are able to do their homework without support, using the learning strategies and materials provided through the EoL courses, and - consequently - have reduced stress at school and increased their performance in the subjects covered with EoL, namely mathematics and Arabic/language. They further confirm that the effects go beyond the pure learning support: they have more fun at home and with friends, connect easier to people, and experience less negative emotions like anger and fear. Finally, the children say that they feel more self-confident and have expanded their way to express their feelings.

The majority of parents report that their children are more self-confident and show fewer symptoms of anxiety and toxic stress exhibited through bedwetting, aggression or speech limitations. Mothers feel they have increased their understanding of child development, which helps them to feel more connected to and have more relaxed interactions with their children. More than 50% of mothers confirmed that they spend more play time with their children, while making use of the learning helpers the children are creating within the EoL course. These findings from mothers have been widely confirmed by the teachers in regular schools.

Educators in the EoL Centers report that since EoL combines psycho-social and tutoring activities, teaching has gotten easier for them. As children are more motivated to learn and can work independently using the EoL materials, they have more time to take care of each child individually. Changing from frontline teaching to activity-oriented lessons helps them to reduce their stress-level, as they focus on providing a conducive learning environment rather than reaching academic targets – something that is much more under their control.

The Schoolteachers visited the YEC Centres to find out more about EoL and they noticed a positive change in pupils that were taking part in an EoL course: their attention and participation noticeably increased, they asked for permission to use their learning helpers in the classroom, and they were less stressed during exams.

In terms of sustainability, Caritas Switzerland always seeks to empower local implementation partners and to mainstream EoL as well within national ECD and education programmes. In the past, for example, the Ministry of Education of Kosovo has licenced a 4-day practical training for kindergarten teachers, whereas in Bangladesh former women workers of the garment industry opened and today profitably run EoL-ECD-centres in the slums of Bangladesh. In Gaza, the Ministry of Education shows a keen interest to train its teachers in EoL, and is in search of funding opportunities.

FIGURE 4: OUTCOMES ACCORDING TO THE THEORY OF CHANGE

Intermediate Outcomes

Children

- Make use of all senses and can express their feelings
- Better cope with stress and shocks
- Have lifted their psychological barriers to learn and restored their learning ability
- Are motivated to learn

Parents/caregivers & Educators/teachers

- Have an increased understanding of the ECD steps and are able to recognise and act on psychological barriers of children
- Repeat certain ECD development steps themselves and thus adopt as well useful and necessary coping strategies to depressurise
- Provide a more child-friendly environment and support children to enhance their self confidence

Educators/teachers

- Prepare lessons that enable the achievements of the national curriculum targets
- Provide informed feedback on psycho-social development and improved learning behaviour of children

Final Outcomes

Children

- Regain cognitive level and behaviour pattern according to their age group
- Show less PSS-symptoms
- Re-develop the capacity for the type of long term memory needed for abstract thinking
- Are successfully re-integrated into school and able to follow the curriculum
- Better perform in regular school and improve their numeracy and literacy skills
- Have increased aspirations and hope

Educator/teachers & Parents/caregivers

- Reduce stress
- Increased interactions and communications with children
- Less aggression and violence in classrooms and at home

CHALLENGES



Photo: Counselling parents is provided to fully engage them in establishing a safe and enabling home environment © Caritas Switzerland

The EoL model of education as a relevant, cost efficient and effective approach still has a long way to go until it is widely accepted as an improved way for children to learn. While child-centred approaches in developed countries have become a standard in public schools, in developing countries and refugee contexts, teacher-centred learning still is the rule. The practice of memorizing and repeating predefined contents detaches children from their everyday reality, and yet is still the predominant way to educate the majority of children. Play-focussed approaches to learning still need to be recognised as promising practices amongst many educational institutions.

The sustainability of the EoL approach is often questioned, especially for older age groups. While EoL is quite accepted in ECD, for older age groups it remains a challenge despite the fact that field experience has shown that EoL reaches and brings forth substantial results faster to older children.⁷ In refugee contexts, and especially in contexts where there is no official curriculum, EoL has the potential to be a flagship of quality and holistic education. Refugee education is thus one of the opportunities to build on a solid evidence base to this approach, from where it can then be scaled to public schools.

The absence of a recognised definition for 'resilience for children' creates a challenge in terms of monitoring and measuring improvements. EoL to a large extent follows the model of Michael Ungar that is widely used and as well recognised.⁹ In addition, EoL assumes that children in emergency contexts principally possess resilience that needs to be unlocked and built upon. The analyses of children's drawings, which are conducted before and after each EoL course, show clear evidence and support for this thesis. However, the evaluation of children's development in drawing is not yet accepted as a recognized evaluation tool for resilience in science or pedagogy. For this reason, EoL merely uses evaluations of drawings to underline and support classical and scientifically accepted evaluation methods. A common understanding on what practitioners in the field of EiE mean by the term 'resilience for children', would help to compare approaches and learnings from each other.

EoL was mainly developed upon the expertise of Beatrice Rutishauser Ramm, Senior Education Advisor of Caritas Switzerland, with a focus on implementation.¹⁰ A process evaluation and documentation, that shall foster the scaling of EoL to other contexts and actors, is currently being developed in collaboration with the American Institute of Research (AIR), by courtesy of the Humanitarian Education Accelerator (HEA) who further engaged AIR to carry out an impact evaluation in 2017/2018. These evaluations will provide additional evidence on the effectiveness as well as key learnings of the EoL approach and its implementation. Together with its long-standing partner, University of Teacher Education Zug, Caritas will further issue two publications on EoL in the months to come. Volume 1 will locate EoL within the pedagogical and developmental psychology research and Volume 2 will address practitioners by providing EoL exercises and didactical-methodological guidance.

LESSONS FOR PROMISING PRACTICE

Key lessons and recommendations to practitioners:

- **Psycho-social and pedagogical support can be combined to allow children to simultaneously overcome learning barriers and enhance performance at school.** What can be learned from EoL is that tutorial classes (that are effective for academic success), and psycho-social games and services (that are effective to relax children and enhance their wellbeing after toxic stress) can be combined without losing the positive effects of both. The key to success is the repetition of learning steps and offering of learning content in a playful way, to restore the children's learning ability and reinvigorate their self-esteem and innate motivational urge to develop.
- Within the official curriculum, teachers in crisis settings today have neither the time nor the necessary techniques to respond to the specific needs of pupils that are dealing with various psychological problems and trauma. **To be able to restore their pupil's learning ability, teachers need to comprehend how trauma and stress is affecting the learning ability of children in general.** Further they need to be able to read and interpret the current development stage of the children, to accordingly adapt their teaching methods. Several interviews with teachers (in Gaza) showed that child-centred learning methods and contents and techniques, including aspects such as resilience and health, were not part of their studies at university – despite the promising results.
- **To guarantee sustainability and a long-term effect, child-centred approaches such as EoL that link pedagogical techniques with psycho-social components need to be mainstreamed within national education and ECD programmes.**

- **The personal relationship between children and parents/ caregivers is equally as important as safe spaces to counter exposure to stress, and enable an environment for children to develop.** While children generally enjoy their participation, it is also their parents, teachers, and educators who - through their direct inclusion and involvement in the EoL learning programme - gain a better understanding of the psycho-social effects of the environment on their children's well-being and learning abilities, and are empowered to provide useful assistance.

Key lessons learned and recommendations to donors:

- We cannot expect children to become fully resilient and able to learn to their full capacity while suffering from toxic stress. If donors aim to support sustainable change they need to be ready to contribute to a safe and quality learning environment which includes the physical security of such locations, and to financing counselling and capacity building to local implementers and national education systems.

PERSONAL IMPACT STORY

My name is Kamil. I am 12 years old and live in Gaza, in Palestine. In the morning, I get up at 8:30 to have breakfast with my family. After that, I go to the YEC-Centre to meet my friends and stay there three hours. I like how the teachers explain the tasks to us, so that we can solve the problems by ourselves afterwards. At YEC-Centre, we all have our own learning box, which contains materials like popsicle-sticks or plastic bottle caps that we use for learning. I like calculating with bottle caps because it is more like playing with numbers, than mathematics. In addition, it helps me as I always forget things I should not forget. At YEC-Centre I have learned that I am not the only one with such problems because many of my friends have similar problems. This helps me to understand that I am not a bad pupil.

After lunch, I take care of our animals at home and then go to official school. When I have to write a test, I remember what I have learned at the YEC-Centre and apply it. Like this I have improved at school; that makes my parents happy.

After school when I am at home, I play a bit with my siblings. About 9 o' clock I go to bed. Before I sleep, I dream that I will become an architect and would rebuild Gaza. At YEC-Centre whave once build a small village out of recycling materials – with high skyscraper and lots of space around them to play. If we all live again in solid houses then I wish that there will be never ever a war again.



Photo: Kamil presenting the planes he has made during the EoL course. © Caritas Switzerland



Photo: Kamil and his friends experiment to form letters with different materials. © Caritas Switzerland

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APPENDIX

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⁵ Rutishauser Ramm B (2008/2013): Chechnya Mission Report 2008, p. 5; Chechnya Mission Report 2013, p. 3.

⁶ Daellenbach R, 2016:15 ff.

⁷ Daellenbach R, 2016:10 f.

⁸ Dr. Michael Ungar is worldwide among the best-known researchers and publishers on the topic of resilience. His work has changed the way resilience is understood, shifting the focus from individual traits to the interactions between people and their families, schools, workplaces, and communities. See also: <http://www.michaelungar.com/about-michael/>

⁹ Since the year 2000 Beatrice Rutishauser Ramm is working in the field of emergency education. Her practical field work she followed up with practice based research. This research was the fundament to further conceptualize EoL. Evidence for EoL was researched as well in children's drawings. See also: Rawson M (2013): Non-verbal reflection in action report, a report from Kosovo. In: Mc Niff J.: Action research principles and practice, Routledge, London, New York; pp 156-157.

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

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

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

