

PROMISING PRACTICES IN REFUGEE EDUCATION

CASE STUDY



LEARN: Neighbourhood-based blended learning for adolescent Syrian refugees

Mercy Corps

Location:	Gaziantep, Turkey
Target population:	Out-of-school adolescent girls and boys aged 11-18
Intervention type:	Blended remote tablet-based and home visit instruction supplemented with weekly group psychosocial support activities.
Date started:	March 2016
Number of beneficiaries reached:	600

Written by Matt Streng



KEY FINDINGS

- The design of the project fills a significant gap, reaching vulnerable adolescents who are otherwise unable to engage in formal or non-formal education. The flexible design allows for instruction on a schedule when, and in a location where, students are available. Tablets can be used offline and in the student's own time, which is necessary to meet their scheduling needs and frequent lack of access to internet. After two cohorts of the LEARN project, end-line data and assessments show that learners made significant gains in mathematics, English, Arabic, and Turkish.
- LEARN was effective at re-engaging out-of-school adolescents in learning and increasing their interest and willingness to re-enrol in formal education. In the future, LEARN should lead to some form of certification or preparation for a secondary program that can lead to certification (primary, secondary, or language). Students need a pathway following the short-term program, indicating that the program must differentiate for those who are going back to school, and those who plan to stay in the workforce.
- Blended learning programs – combining self-guided learning on tablets with teacher-guided learning – have been shown to be successful in many contexts, but research shows that this is due to increased and varied exposure to the content and not the structure of online or face-to-face learning in and of itself. This means that in order for students to be successful in a short-term blended learning program, they need to spend more time learning and focus learning on a few subjects. The tablets provide convenience, offline capability, and flexibility for the learners to complete their work in their own time. However, without clear content that is aligned with home visits and group sessions, students are unlikely to be able to learn enough to meet basic levels of competency.

Cover: LEARN fills a significant gap, reaching vulnerable adolescents who are otherwise unable to engage in formal or non-formal education. © Mercy Corps



INTRODUCTION

The Learning and Empowerment for Adolescent Refugees in their Neighbourhoods (LEARN) project sought to ensure 600 out-of-school refugee adolescent boys and girls – aged 11 to 18 and living in Gaziantep, Turkey – learn adaptive skills through Non-Formal Education (NFE). Gaziantep is an urban city of over 1.9 million inhabitants near the border with Syria. It is estimated that Gaziantep is host to over 318,000 registered Syrian refugees (approximately 16.5% of the total population). While some of these refugees live in nearby refugee camps managed by the Turkish government, most reside outside of camps in host communities. Within these host communities, many adolescent boys and girls are out-of-school due to a variety of factors related to their displacement and refugee status. While the numbers for out-of-school youth are unclear, enrolment rates are highest among primary age students, indicating a larger percentage of secondary school age youth are out-of-school compared to young children.¹ Some of the most prominent barriers faced by adolescent boys and girls include safety concerns, the need to support their families by generating income, and language and physical access barriers. Many adolescents report they do not plan to return to formal education, or would only pursue formal education alongside income generating activities, making urgent the need to provide NFE education programs for this segment of the refugee population.

To address this problem, LEARN sought to teach relevant knowledge and skills through a NFE approach that combined a three-month tablet- and in-person-based learning model, complemented by community engagement and the dissemination of information on educational access and enrolment procedures. LEARN aimed to a) establish a pathway for out-of-school refugee adolescents toward enrolment in the national education system, b) build the capacity of Syrian instructors to support the learning of adolescents, and c) increase the access of caregivers to education related information and service providers.

This case study will describe the unique context adolescent Syrian refugees in Gaziantep, Turkey face in regards to accessing relevant and realistic educational opportunities. It details how the LEARN project attempted to provide educational opportunities that navigated the complex and unique challenges adolescents face, presents recommendations for overcoming those challenges, and shares lessons learned that could benefit others looking to engage hard-to-reach adolescent boys and girls, and refugees living in host communities in particular, in NFE programming.



Photo: 58% of single Syrian girls and 67% of married Syrian girls aged 15 to 18 were out-of-school. © Mercy Corps

CONTEXT

More than 75% of young Syrian refugees residing outside of camps in Turkey are out-of-school due to economic barriers, language barriers, social tension and a lack of appropriate programming.² This rate of out-of-school age students is higher than other countries in the region also facing an influx of Syrian refugees.³ In 2016, Mercy Corps led an assessment in Gaziantep,⁴ which revealed that 70% of surveyed Syrian adolescent boys aged 15 to 17 were out-of-school, compared to 58% of single Syrian girls and 67% of married Syrian girls aged 15 to 18. The assessment also found that 64% of boys and 39% of girls were engaged in work outside the home. Social isolation from peers and the broader community, and the lack of a support network, were commonly cited barriers to accessing information on schooling and other available services.⁵ These findings are supported by the results of an Information Needs Assessment – also conducted in Gaziantep – that identified misinformation as a key barrier to accessing education; many respondents believed that public education was not free for registered refugees.⁶

The situation faced by adolescent Syrian refugees in Turkey, and across the region, presents a great need to address the barriers that prevent access to quality NFE. However, access to educational opportunities alone is not enough. This access needs to be complemented by activities to meet other priority needs, including psycho-social support and social interaction with host communities.⁷

Economic hardship is considered to be one of the greatest barriers to Syrian youth accessing education in Turkey.⁸ Many Syrian youth in Turkey are working low-wage jobs to support their families, often in the informal market, meaning youth do not have time to enrol in full-time or even part-time education programs that requires significant hours of class and study time. A Human Right Watch⁵ report states, “refugee parents are torn because they want their children to learn and secure a better future but adults tend to struggle to find work; it is easier for adolescents to find paid work in Turkey”. The report also states that a majority of the interviewed Syrian families with out-of-school children rely on those children, some as young as 8 years old, to be the source of income for the household. Additionally, economic hardship prevents some families from being able to pay tuition, hidden school fees and supplies, or transportation costs.

INTERVENTION

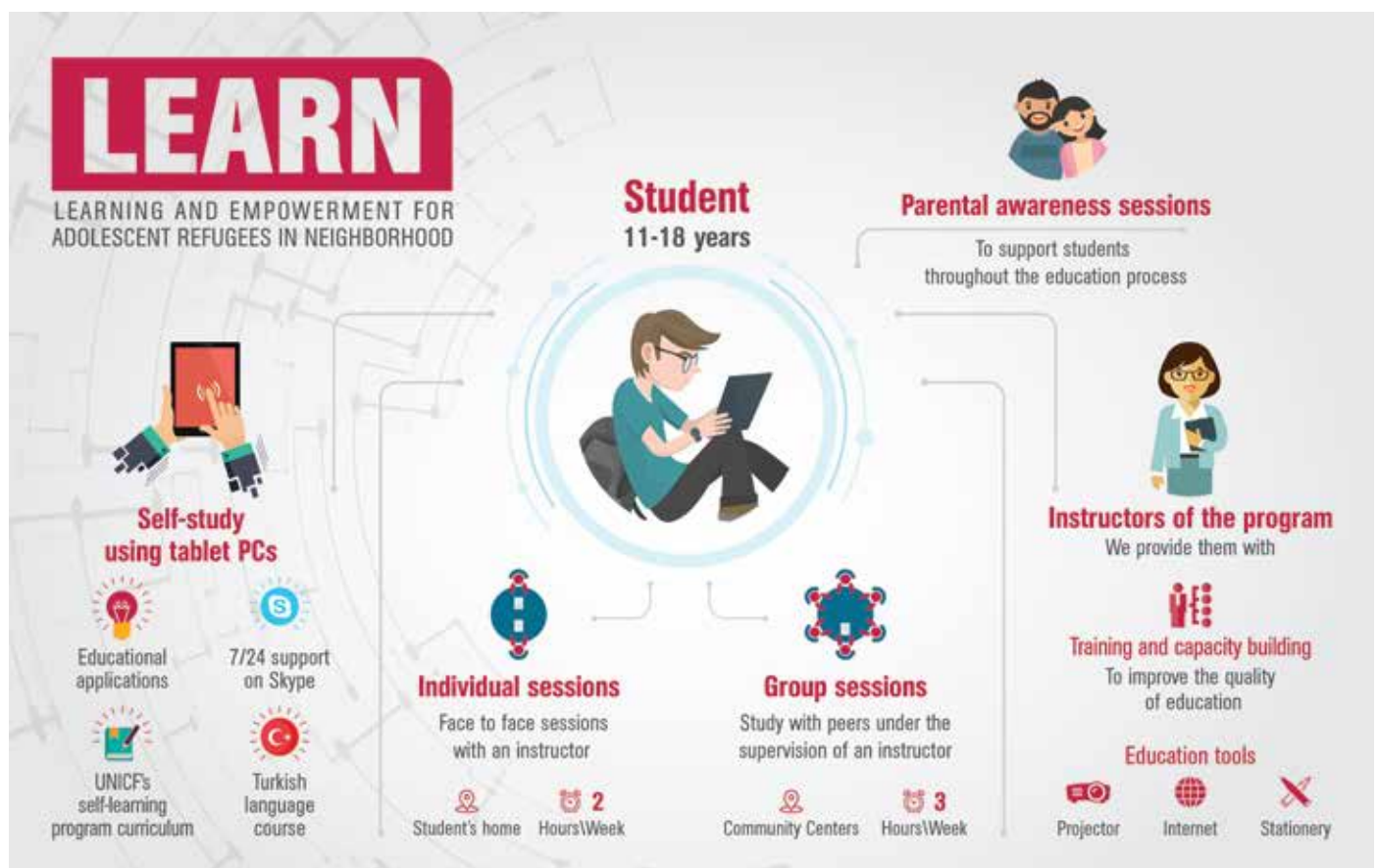
More than 75% of Syrian youth residing outside of camps in Turkey are out-of-school due to economic barriers, language, social tension, and a lack of appropriate programming². This presents a great need to address the barriers that prevent access to quality NFE for Syrian youth in Turkey, and present out-of-school learners with a bridge to return to formal education.

Many adolescent refugees find themselves out-of-school due to the emergence of competing demands on their time to contribute to household wellbeing (obtaining paid work or performing unpaid household work), security concerns, and social isolation. Many of these adolescents are unlikely to engage in educational activities unless they are easily accessible (location and scheduling) and provide a bridge to continued formal schooling, skills development or income generation/employment.

Economic and security barriers to access, a lack of qualified and trusted teachers, uncertain certification, and instruction in a non-native language, are among the most common and significant barriers to Syrian adolescent refugees' educational attainment.

Overview of the approach

The intervention consists of four central components: i) individual sessions, ii) same-sex peer/group sessions, iii) self-study using tablets, and iv) instructor and parental support. These central components emerged through a process of Human Centered Design (HCD), which allowed for adolescents' lived experiences to guide program design. HCD uses structured methods to establish deep empathy with the barriers that "users" of the project activities face, and designs those activities to minimize those barriers and increase participation and impact of the program.



I. Individual Sessions

LEARN focuses on Turkish, Arabic and mathematics, utilizing the following tools and curriculum: the UNICEF and United Nations Relief and Work Agency (UNRWA) developed Self-Learning Program (SLP) curriculum, a Mercy Corps-developed self-study Turkish language curriculum, and interactive educational applications and learning videos.

At the beginning of the cohort, the instructors (teachers formally qualified in Syria) were identified through open recruitment and word-of-mouth referrals, and underwent a review and interview process prior to selection into the project. Instructors were paid a stipend in accordance with Turkish government approved stipends for Syrians working as educators inside Turkey. Instructors initial engagement with learners focused on the development of individually tailored learning plans that are age and level-appropriate, enabling adolescents to progress with their learning at their own pace and ability. This tailored plan was developed collaboratively between the instructors and adolescents, based on pre-test results as well as each adolescent's individual learning goals and ambitions.

Once learning plans were in place, adolescents drove learning forward through self-directed study based on their own schedules. This was supported with weekly one-on-one in-home learning sessions for two hours, and weekly three-hour group sessions (10-12 adolescents per group; each group organized by gender and learning level).

II. Peer/Group Sessions

Group sessions took place in safe spaces within adolescents' neighbourhoods or neighbourhoods in close vicinity to their homes. Identified by Mercy Corps, these spaces included community centres or halls and event rooms made available through local organizations, either free of charge or with a daily rental charge. To ensure inclusion of all adolescents, transportation was provided if a safe space was not identified within their neighbourhood. Through these group sessions, adolescents had the opportunity to socialize in a safe space, to work on academic projects as a group, and to apply what they learned during their home sessions. Group sessions were also an important avenue for adolescents to gain new peers and build supportive social networks.

III. Self-Study Using Tablets

An essential tool in this project is the tablets, which bring education to adolescents regardless of their ability to access formal education. The tablets – accessible offline – literally put learning into the hands of adolescents, enabling them to study in their homes and in their own time. As such, tablets eliminate two common barriers to education faced by out-of-school adolescents; scheduling conflicts and lack of access to educational resources. Tablets were pre-loaded with identified educational content and learners were provided with guidance on how to sequence and advance their tablet-based learning. Tablets remained in the home to prevent safety and/or security concerns and allow for parental oversight.

IV. Instructor and Parental Support

Building the capacity of the instructors was done with a specific focus on the best ways to deliver education for refugee adolescents. This was achieved first through a three-day orientation workshop for all instructors, covering an introduction to the project, training on project tools and forms, and structure for group sessions. Next, instructors participated in a series of trainings, with eight trainings taking place over the life of the project (four in each cohort). Topics covered included: Technology with Education, Communication Skills, Remedial Education and Learning Difficulties, Basic Psychosocial Support, Time Management, Social Development and Building Adolescents' Confidence, and Adolescents Leadership and Personal Development. At the foundation of each of these trainings, instructors were equipped with strategies to effectively engage refugee adolescents in tablet-based learning specifically.

The project's outreach model also included active engagement with caregivers. The team conducted an orientation workshop for adolescents and caregivers in order to introduce them to the project. Once the project activities commenced, meetings and awareness sessions for caregivers were organized, therefore building their capacity to provide a supportive environment for adolescents to reengage in learning. Two major topics were covered during these sessions: continuing education at home and helping your child to achieve. These sessions were provided by external service providers, identified by Mercy Corps' partnerships and programs team, and based on our existing partnership network built through the MALUMAT Community Information Centre.

Monitoring & Partnerships

Monitoring activities included baseline (adolescent profiles, pre-tests and well-being tests), midline (test results after 3 months of learning), and endline (post-test and well-being tests conducted at the end of 5 months). These tests were administered by instructors who received training from the project Monitoring and Evaluation team to ensure transparency, accuracy and validity in data collection. As part of quality-assurance, project staff conducted periodic observation of group sessions and one-on-one in-home sessions throughout the project. The purpose of these monitoring visits is to ensure that group and in-home sessions are meeting the required standards for these activities.

LEARN reaches three types of stakeholders: students, caregivers and teachers.

Students: Following pre-tests, students, in collaboration with their teacher developed a learning plan that met their individual needs and expectations, and responded to pre-test results. Students' active involvement in developing their learning plan was seen as critical to ensuring their sustained commitment to learning.

Caregivers: Based on experience from the first cohort, which showed limited engagement from caregivers and parents, during the second cohort, the project introduced caregiver awareness sessions to strengthen support systems for adolescents in their communities and their homes. For caregivers, awareness sessions included topics identified in consultation with caregivers.

Teachers: Topics for teacher training were identified in collaboration with teachers. An external service provider trained teachers on MS Office (e.g. Word, Excel) and delivered sessions related to Technology with Education, Writing CVs, First Aid, Basic Psychosocial Support, Remedial Education and supporting young people with learning difficulties.

KEY MILESTONES AND OUTCOMES

LEARN Cohort One

Overall, the first LEARN cohort showed improvements across all subjects, with significant improvements in English and Turkish. As most LEARN participants had not previously learned English or Turkish in a formal setting, their pre-test baseline scores were generally low, leading to large gains over the course of the pilot as they advanced through elementary concepts. Participants began with higher pre-test scores in Arabic and mathematics, as most had received some level of formal education in these subjects in the past, resulting in large but less dramatic improvements in these subject areas.

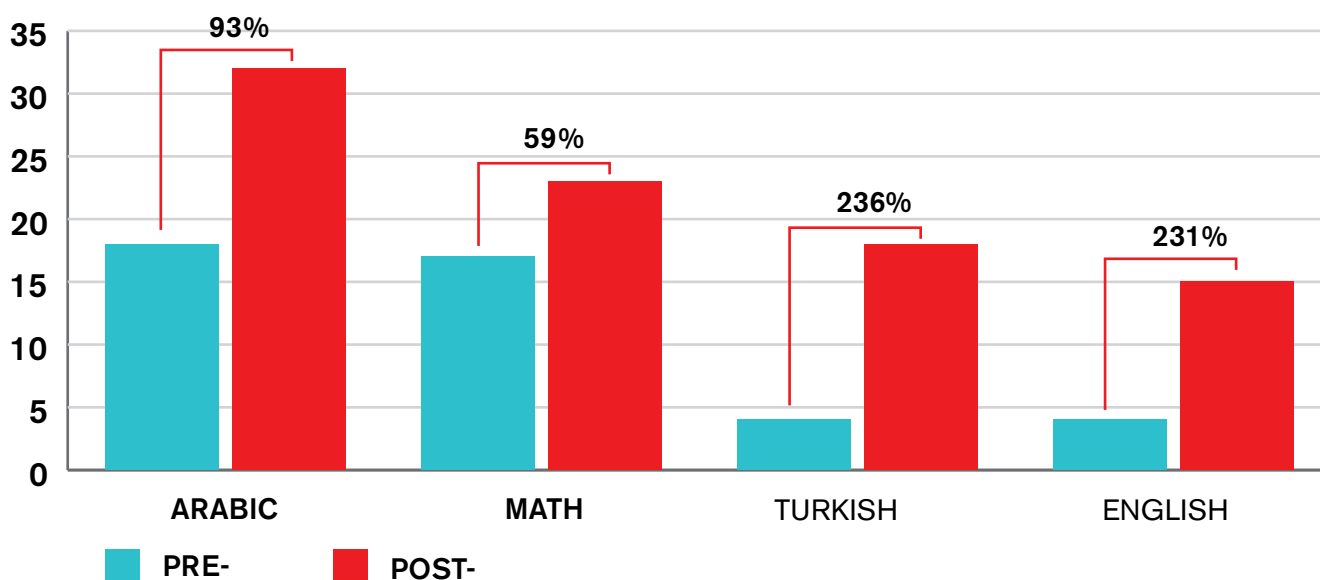
The impact of the LEARN project also explored socio-emotional wellbeing. The well-being scale showed generally positive trends from baseline to endline.

Importantly, at the end of the course, several participants from the first cohort indicated their intention to enrol in formal education for the upcoming school year. This included 19 participants (9 female and 10 male) who joined with peers from their learning groups to identify and enrol together in nearby schools. They began the new academic year in September 2016 and walk to school together

to minimize security concerns that had previously discouraged them from enrolling individually. Following the completion of cohort 1, adolescents who showed interest in continued learning opportunities received ongoing support through Mercy Corps' broader MALUMAT Community Information Centre program. Weekly group sessions continued, and adolescents further participated in community service activities and life skills activities offered by the MALUMAT Community Information Centre.

A second cohort took place from October to December 2016. Mobile LEARN kits were identified as necessary, following lessons learned from the first cohort. Equipped with foldaway tables and chairs, a Wi-Fi modem, mobile projector and materials for recreational activities, these kits enabled teachers to transform a wide range of community spaces into temporary learning, recreational, and safe spaces catering to adolescents' needs. A total of 173 participants began the cycle in October, benefitting from an improved self-study Turkish language curriculum and additional psychosocial support activities through the mobile LEARN kits. As of December 2016, 152 students, in groups of 19 (9 female and 10 male), with each group supported by one teacher, completed the second LEARN cohort.

COHORT 1: PRE-POST TEST SCORES



LEARN Cohort Two

As with cohort one, pre- and post-test results for cohort two showed improvements across all subjects, with highest gains seen in Turkish and English. Arabic and mathematics also showed impressive gains, with all students showing improvements in at least four of the five core subjects.

Groups sessions – part of the blended LEARN model – also continued through the second cohort. In addition to providing an opportunity for students to study and practice together, the group sessions were a space for other activities and projects to take place. Based on feedback gathered and lessons learned during the first cohort, group sessions in cohort two took a more standardized and structured approach.

Teachers who demonstrated successful results during cohort one, supported their peers to introduce an approach to their own group sessions that both encouraged and promoted learning, but also engaged and encouraged student's regular attendance and active participation. A variety of group projects took place during cohort two; from art projects utilising recycled materials in order to increase awareness and understanding on keeping our environment clean, to a video project in which participating male adolescents used their own mobile phones to capture snapshots of their personal lives and their participation in the LEARN project.

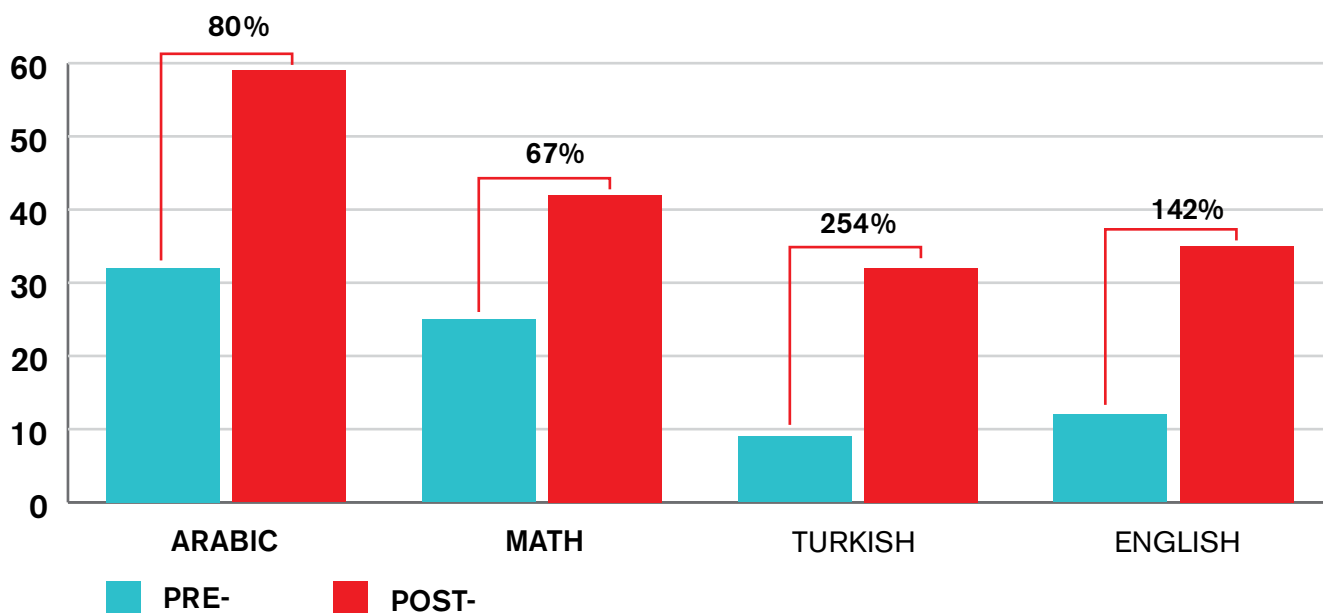
Beyond student learning, achieved through the blended approach, and further building on lessons learned from the first cohort, in cohort two, the project reinforced teacher training and introduced caregiver awareness sessions to strengthen support systems for adolescents in their communities and in their homes. Throughout the second cohort, teachers and caregivers completed a total of 30 awareness sessions with all 18 teachers and 123 caregivers (83 female and 40 male) participating throughout the three-month period.

During the second cohort, students from cohort one continued to receive additional support and continued learning. Of the 143 students enrolled in the first cohort, 45 students expressed the desire for continued learning opportunities and were subsequently enrolled in to life skills activities offered by the MALUMAT Community Information Centre.

Sustainability of the LEARN project depends on minimizing costs and identifying local actors to integrate ongoing design and implementation of project activities. While teachers and caregivers are sourced from within communities, utilizing and enhancing these resources requires targeted funding and technical expertise. However, provided the right incentive structure and funding, local training institutions should be capable of providing training and oversight and facilitate transitioning interested learners into the formal educational/vocational system. The pilot proved successful in acting as a bridge for some students to return to the formal education system; primarily a result of returning to regular study habits, rekindling an interest in education, and a recognition of policies and opportunities that were previously not known or poorly understood.

Potential constraints to scale and sustainability include access to and maintenance of relevant technology (tablets), digitized educational content in the preferred learning language, and access to adults capable of conducting home-based teaching, especially Syrian instructors capable of teaching Turkish language content. The LEARN project will work to address these constraints as it seeks to expand application across the region with out-of-school Syrian adolescent refugees residing in host communities.

COHORT 2: PRE-POST TEST SCORES



CHALLENGES

Student Dropouts

With its inherently flexible self-study approach, LEARN is designed to fit around other commitments such as work. Despite this, each cohort did experience some dropouts, though with a decrease in total dropouts from the first to the second cohort (29% dropout rate during cohort one, 13% dropout during cohort two).

Despite facing some dropouts, in focus group discussions with participating students, they confirmed the inherently. Moreover, given the lack of any other known flexible learning opportunities in Gaziantep, an independent consultant review concluded that LEARN should continue to consist of a flexible, blended model, ensuring that the most vulnerable refugee youth in Gaziantep are not left behind.

Certifications and Pathways

Qualitative findings from an independent consultant review indicated that LEARN was effective at re-engaging out-of-school adolescents in learning and increasing their interest and willingness to re-enrol in formal education. LEARN should lead to some type of certification or preparation for a secondary program that can lead to certification (primary, secondary, or language). Students need a pathway following the short-term program, indicating that the program must differentiate for those who are going back to school, and those who are staying in the workforce. Those who are able to enrol in school following the program should have a clear pathway with information about schools, their rights, and assistance registering, as well as follow-up and help with transportation if necessary to ensure that they stay enrolled.

Language of Instruction

The core curriculum used in the LEARN project is an Arabic curriculum, developed by UNICEF and UNRWA and adapted from the Syrian curriculum. Given that many LEARN students have been out-of-school for long periods of time (39% were out-of-school for more than 4 years, 22% 3-4 years, 15% 2-3years, – cohort 1), a Syrian Arabic curriculum was identified as necessary to reengage students in learning. To complement this, and to support their new lives in Turkey, LEARN also offers Turkish language as a core module, delivered through interactive applications and resources.

Results from the pilot project confirm the need to start with a core curriculum, which students and teachers are familiar with from their time studying/teaching in Syria, while also confirming the importance of Turkish as an additional language. However, results from focus group discussions place even more importance on Turkish as a subject, from both students and caregivers, than originally anticipated. To address this, Mercy Corps developed a self-study conversational Turkish language curriculum, which was introduced into the LEARN model in cohort 2.

LESSONS FOR PROMISING PRACTICE

This section details the lessons learned from the promising practice to date. This includes key recommendations to other actors in the sector.

Learning outcomes should prepare youth to successfully pass a recognized Ministry of Education attainment exam

Where access to these exams is limited due to refugee status, donors and civil society should advocate for expanded access. This will begin the process of aligning refugee learners with existing standards. Certification is one of the most important aspects of education in crisis contexts. Youth and caregivers explicitly mentioned the desire to obtain a certificate, not through LEARN, as they also believe certification could lead to more education and work opportunities. Opportunities should be sought for youth to sit for an exam that provides a recognized certification of attainment within the national education system.

Learning outcomes should be relevant to the current needs of youth and prepare them to engage fully in their work

As an alternative and a 'bare minimum', the program's learning outcomes should be adapted to basic Turkish and Arabic literacy skills, and numeracy skills. This would allow for more direct entry into livelihood development.

Learning content should be appropriate for the needs of youth

Reports from the first cohort reveal that learning content was not always appropriate for the needs of the students; mathematics content was too easy and language content too hard. This demonstrates a need for better materials, assigning materials to students based on pre-assessments, and potentially grouping students by level and not age (if socially appropriate). Accelerated Learning Programmes (ALP) require a certain number of hours a week to 'accelerate learning' enough that competencies will be met (e.g. in Jordan the ALP program is 10 hours a week in the evenings, after work hours). If students are not able to meet the necessary number of hours per week, additional support could be considered to ease the burden on working youth, such as conditional cash programs and continuation of transportation support.

The duration of the program should be extended to meet the learning outcomes. All youth and caregivers consulted, unanimously agreed that the program should be longer, their responses range from 4 months to one year. The three-month duration was originally identified by the project team as a suitable duration, in line with some other NFE initiatives implemented across the region. However, given the consensus that the duration is insufficient, Mercy Corps will increase the duration of each cycle to 5 months in future programming.

Syrian teachers should be hired as part of the model

Beyond the ability to communicate in Arabic, the Syrian teachers may be more empathetic to the lived realities of the youth. They can also, have strong personal influences on the youth. One caregiver reflected how her daughter's 'psychological issues' improved after having a positive relationship with her teacher. Another participant, reflected on the personal relationship the teacher had with him, treating him almost like a son and building up his self-esteem. Certainly these are anecdotes, but the potential for a teacher to support youth is very important for their well-being and resilience. Efforts by all governments hosting refugees should allow for the hiring of teachers from their country of origin. There is also a need to develop an innovative model allowing for Syrian and Turkish teachers to co-teach with specific methods to support the transition from Arabic to Turkish, allowing for participants to gain literacy skills in both languages.

A teacher professional development infrastructure should be developed

To support teachers' (both Syrian and Turkish) use of the new curriculum, active-learning approaches and integration of technology, LEARN needs to develop all the appropriate trainings, as they are not general enough for an external vendor to provide, and follow-up mechanisms to ensure teachers know how to apply the concepts and techniques.

A process of HCD should be incorporated that allows for adolescents' lived experiences to guide program design

HCD uses structured methods to establish deep empathy with the barriers that "users" of the project activities face, and designs those activities to minimize those barriers and increase participation and impact of the project.

PERSONAL IMPACT STORY

Doaa, an 18-year-old Syrian refugee living in Gaziantep, learned about the project from her mother-in-law, who had a chance meeting with a Mercy Corps facilitator. The facilitator was registering out-of-school participants who were interested in learning from home. "I liked the idea and I was keen to get registered with my sister-in-law," she says. Doaa had once hoped to become a doctor in Syria, but the war cut her dreams and her studies short. By age 15, she was forced to drop out-of-school, flee to Turkey, and marry. When she enrolled in LEARN at age 18, she was raising a son in Gaziantep and pregnant with her second child. Barriers like early marriage, financial constraints, security concerns, and linguistic and cultural barriers prevent Doaa and hundreds of thousands of other refugees from returning to school. The LEARN program meets these participants half way by providing tablet computers so that they can access educational material from home, paired with individual and group instruction sessions in their immediate neighbourhoods. "It's a useful program for out-of-school Syrians," she says. "We are now able to use different online education platforms and apps." "The biggest challenge was [my family's] objection and my pregnancy," she says. While the path to success was not easy, Doaa's insistence and patience played the greater role in overcoming them all. Through participating in LEARN, she says: "Life has changed. My character is stronger, and I'm now able to make better decisions and face my problems confidently." With the support of LEARN, Doaa has rediscovered her love of learning. As her coursework concludes, Doaa is looking forward to discovering a new future instead of the one destroyed by war.

Yasser, a 12-year old Syrian refugee living in Gaziantep, works at a carpentry workshop. By participating in LEARN, he learned how to read and write in Arabic, how to read some Turkish, a few English words, and refreshed his memory of some of the things he used to know when he was in school in Syria. From his experience of LEARN, Yasser feels confident in his academic abilities and wants to return to school, and even tried to register for a Temporary Education Centre (TEC). Unfortunately, the TEC Manager did not allow him to register because of the age and size difference between him and his potential classmates – Yasser should be in Grade 8 but would only be able to enter into Grade 5, as he has missed 4 years of school. As a back-up plan, Yasser is interested in attending vocational school. It is Yasser's dream to become a doctor because he wants to help people in need of medical attention, and knows he must have a good education to fulfil his dream.

Amina, a 15-year-old Syrian refugee living in Gaziantep, works as a seamstress from her home. As a result of LEARN, she can now speak and write in Arabic and Turkish – her family is Turkmen, so she has a good foundation for the Turkish language. Amina thinks a lot about her education and desperately wants to return to school, but her parents will not allow her to register for the school near her home because the school is mixed gendered. In the future, Amina wants to be a teacher, and she is already starting by teaching her three younger sisters Arabic and Turkish.



Photo: Cohort two showed improvements across all subjects, with highest gains seen in Turkish and English. © Mercy Corps

CONTACT DETAILS

[Matt Streng](#)

Director of Youth, Gender & Girls

Mercy Corps

mstreng@mercycorps.org

APPENDIX

This section includes key references to research or other relevant materials such as impact evaluations and project reports.

¹ United Nations Children's Fund. (2015). Curriculum, accreditation and certification for Syrian children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt. Amman, Jordan.

² Human Rights Watch [HRW], 2016.

³ Out-of-school children 5 to 17 years estimated at 49% of the total school aged population in Lebanon, 22% in Jordan and 42% in Iraq. Taken from No Lost Generation (2016) Syria Crisis Education Strategic Paper, London Progress Report.

⁴ A door-to-door survey was conducted, collecting responses from 327 households.

⁵ Mercy Corps (2016). I'm Here Assessment. Gaziantep, Turkey.

⁶ Mercy Corps (2016). Information Needs Assessment. Gaziantep, Turkey (Internal document)

⁷ file:///Users/apple/Downloads/CONCERNWW_RevisedLQ%20(1).pdf

⁸ Human Rights Watch. (2015). "When I picture my future, I see nothing": Barriers to education for Syrian refugee children in Turkey. New York, NY.

⁹ Mercy Corps' curriculum was developed by Hasan Kalyoncu University, with financial support from PRM.



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

