

# PROMISING PRACTICES IN REFUGEE EDUCATION

CASE STUDY



## LITTLE RIPPLES: Refugee-led early childhood education

iACT

Location:	Refugee camps Goz Amer and Djabal, eastern Chad
Target population:	Refugee children ages three to five; refugee women ages 18+
Intervention type:	Early Childhood Development (ECD) education
Date started:	May 2013
Number of beneficiaries reached:	1,050 children ages three to five served; 91 refugee women trained; 55 refugee women employed

Written by Sara-Christine Dallain & Katie-Jay Scott

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## KEY FINDINGS

- There is a serious need for quality Early Childhood Education in refugee settings, particularly with a focus on play-based and social-emotional learning, positive behavior management, and mindfulness.
- Hosting preschool in the existing home spaces of refugees living in camps reduces the costs of building school structures and the barriers of access to education for young children, and directly integrates the community into the education solution.
- Empowering refugees to adapt and lead an education programme fosters ownership from the outset, ensures the solution is culturally relevant, and enables the programme to be sustainable beyond the support of international aid agencies.
- Providing quality and comprehensive training for Early Childhood Development teachers improves the social-emotional and cognitive development of children and increases student engagement and attendance rates.
- Integrating water, sanitation, and hygiene curricula into the daily learning and routine of preschool students effectively improves children's hygiene behaviors and transfer of information to their families.

Cover: Young children during a preschool class. © iACT



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# INTRODUCTION

Little Ripples is a refugee-led Early Childhood Development (ECD) education programme, initiated by i-ACT, operating in refugee camps Goz Amer and Djabal, eastern Chad. The programme builds the capacity of refugee women to implement and manage in-home preschools and to improve the social-emotional, cognitive, and physical development of refugee children. Little Ripples focuses on preschool for children ages three to five. Experiences during these years affect the development of brain architecture, which provides the foundation for all future learning, behavior, and health.<sup>1</sup>

Furthermore, the disruption to families and community structure as well as the acute shortage of resources deeply affect the physical and psychological well-being of all refugees, and especially that of young children. Frequent exposure to stressful events in childhood, including nutritional deprivation, exposure to traumatic events and violence, can produce high levels of stress for the child, delaying or damaging the brain and severely impeding development well into adulthood.<sup>2</sup>

In refugee contexts, adults also suffer greatly and must focus on daily survival tasks such as collecting food rations and looking for work, preventing their ability to provide for their young children. If ECD for children aged three to five years old is not addressed, a generation of children becomes at risk for irreversible long-term damages.<sup>3</sup>



Photo: A preschool space in Goz Amer, Chad. © iACT

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## CONTEXT

Eastern Chad is home to over 300,000 refugees from Darfur, Sudan, who fled their homes at the beginning of 2003 due to conflict. Now, more than fourteen years later, ongoing violence in Darfur prevents families from returning and the continued plight of Darfuri refugees receives little profile internationally.

Dispersed across twelve camps in eastern Chad, each having a population of 15,000 to 27,000 and located a five-to-sixty-minute drive from the closest Chadian host village, Darfuri refugees face dramatic cuts in World Food Programme food rations and support from international aid agencies. The humanitarian community in Chad has shifted efforts toward self-reliance: providing assistance for refugees to settle in nearby communities; supporting socio-economic solutions, particularly through land acquisition and agriculture; replacing the Sudanese curriculum with the Chadian; and integrating health services with the Chadian health system.<sup>4</sup>

Chad is one of the poorest countries in Africa, and Darfuri refugees reside in remote areas along the eastern border where livelihood opportunities are scarce, access to existing basic services in host villages is limited, and tensions with the host communities are common. The efforts toward self-reliance, accompanied by the reduction in humanitarian funding, have left huge gaps in much-needed development activities and has negatively impacted the quality of existing services. The ration cuts from the minimum adequate daily intake of 2,100 calories per person to around 800 calories per person, in place for over three years now, have been devastating for already-vulnerable households.<sup>5</sup> In 2016, chronic malnutrition rates remained above the standard threshold in all camps and above the emergency threshold in some.<sup>6</sup>

At the primary and secondary school levels, budget cuts for services have led to inadequate school structures and classrooms, lack of space for the number of existing school-age youth, lack of textbooks, minimal training for teachers, and low teacher salaries and incentives.<sup>7</sup> As a result, children attend school in shifts or do not attend at all, and teachers are forced to find supplementary employment or leave their positions entirely. International Non-Governmental Organisation Jesuit Refugee Service (JRS) reported there are a total of 182,000 school-age children across all twelve camps; 43% of these attend school, leaving 57% out of school.<sup>8</sup>

For Early Childhood Education (ECD), resources are even more limited. Prior to Little Ripples, the only programme reaching children aged three to five was that of JRS, the largest education provider in eastern Chad. The JRS programme is held in stand-alone mud-and-thatched-roof structures and only takes place two hours each day. Due to budget cuts and JRS's limited capacity, the programme teachers, or "monitors," do not have any curricula and receive very little training.

In partnership with JRS, iACT's Little Ripples programme in refugee camps Goz Amer and Djabal is the only ECD solution providing comprehensive ECD training for teachers, incorporating play-based and social-emotional learning, using mindfulness activities, and offering a daily nutritious meal.



# INTERVENTION

85% percent of brain development occurs before the age of five. These first years of a child's life affect the brain so significantly; yet, globally, ECD solutions are chronically underfunded and fragmented.<sup>9</sup> Many international organisations are aware of the importance of the early years and a range of ECD interventions do exist; however, on a large scale, ECD is simply not made a priority and too often the solutions are inadequately funded and unimaginative. In 2016, within the global humanitarian education sector, over 60% of active humanitarian and refugee response plans and emergency appeals for financial assistance did not include comprehensive "ECD services, early childhood development, or early childhood education."<sup>10</sup>

In eastern Chad refugee camps, approximately 30% of the total refugee population are children under five. Among children under five, only 34% attend preschool, and, prior to Little Ripples, no comprehensive education solution existed for this age group.<sup>11</sup>

Little Ripples addresses the gap in early learning preschool solutions for refugee children by working directly with refugee beneficiaries to establish, adapt, and implement an innovative, culturally-relevant, and cost-effective ECD programme in their community.

## Refugee-led

Little Ripples trains and employs refugee women to implement, monitor, and oversee the programme in their camp, fostering ownership and community participation and ensuring relevance and sustainability. To recruit women, iACT's international staff works with key leaders and stakeholders in each refugee camp. Within days, a group of women is identified and ready for training. Guided by iACT staff and ECD experts, the women complete an initial week of participatory teacher training in the foundations of ECD and in the Little Ripples curriculum and structure. Following completion of the first training, each woman is awarded a certificate, and women from the group are selected and employed in the roles of education director and teacher. Over the course of a year, employed women receive a total of three trainings from iACT and gradually manage all aspects of the programme.

## In-home Preschool

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



Photos: A Little Ripples Pond home space, before and after. © iACT

To identify and select homes, iACT international staff and refugee leaders from the community visit households and speak with families. If families agree to host the programme, the family then prepares the space according to child-friendly safety standards.<sup>12</sup> To incentivise families to participate, the female head of household is offered the opportunity to serve as a Little Ripples cook, thereby receiving training, a salary, and a daily meal for her family. Families are provided with the Little Ripples "Code of Conduct" and training on how to maintain a safe, private space. A refugee construction crew is then employed by iACT to build the Pond structure.

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### State-of-the art and adaptable curriculum

The Little Ripples curriculum and structure is a pre-established outline of evidence-based, early childhood education developed by experts in ECD, trauma recovery, and mindfulness. The outline allows employed teachers to adapt and infuse the curriculum with activities, songs, stories, and games unique to their culture, creating a customized curriculum for children in their community.

The curriculum is built on three pillars: peace, helping, and sharing. Teachers are trained to identify moments throughout the school day to talk about the pillars with students. The curriculum places emphasis on activities and structure that promote social-emotional and play-based learning. Through social-emotional learning, students learn to be resilient, manage their emotions, build positive relationships, concentrate, and play cooperatively with others.<sup>13</sup> Little Ripples students learn literacy and numeracy through structured play, free play, and outdoor games, as children learn best when they are engaged and socially interactive with peers or adults.<sup>14</sup> To encourage peacebuilding and empathy, teachers lead age-appropriate mindfulness exercises as well as employ nonviolent communication and positive behavior management techniques.

### Implementation and monitoring

The employed refugee Camp Coordinator (CC) is responsible for the overall implementation of Little Ripples Ponds across each camp, including overseeing the education directors and teachers, collaborating with cooks, visiting each Pond, selecting new homes, and communicating directly with iACT via text messaging. As the programme scales within a camp, the CC partners with the community to ensure Ponds are selected in different "blocks" of each camp, with the aim of having one Pond per block in every camp.

The women employed as education directors oversee programme monitoring, serve as substitute teachers when needed, and report to iACT on a quarterly basis. They collect weekly attendance reports from teachers; complete observations of each Pond every month to monitor the maintenance of safety standards, teaching instruction, daily schedule, and educational materials; interview families to assess programme impact and garner feedback; and attend camp meetings that take place each month with all education stakeholders to coordinate camp-wide education efforts. They also lead weekly Little Ripples staff meetings to discuss the curriculum and daily activities, share challenges and successes in and outside of the classroom, and complete *LEAD with EMPATHY*, an iACT leadership development curriculum.

The iACT staff documents the entire refugee-led process, including the identification of key stakeholders, conversations with families, the location of refugee homes, and teacher trainings. In partnership with the University Wisconsin Survey Center and a trained all-refugee assessment team, iACT conducts baseline and follow-up surveys to measure the impact of the social-emotional, and cognitive, and physical development of children attending Little Ripples.

# KEY MILESTONES AND OUTCOMES

Below are four key elements of the Little Ripples programme which are central to the programme's success and could be replicated by other organisations striving to achieve a sustainable and community-led refugee education solution.

## 1. Quality teacher training leads to more engaged students and improvements in educational milestones

Little Ripples has trained 91 refugee women as teachers in camps Goz Amer and Djabal. Trained teachers have reported improved relationships with their students, increased attendance, increase in children's excitement and positive feelings for preschool, and improvements in student educational milestones.

In refugee camp Djabal, before Little Ripples was implemented, existing JRS preschool "monitors" reported that their students disliked attending school and they did not feel liked by their students. Two months after completing Little Ripples teacher training and returning to their classrooms, the same teachers reported that the number of students consistently attending class each day had significantly increased and that their students were visibly happier and more excited to attend school.

**"The new method we were trained on to deal with children in a positive way has changed the students. It is something we had not learned before. [Before,] they [students] did not say my name; they did not like me or listen to me. From training we learned to speak with a child, and be at their level and speak with them peacefully. Now, they see me outside of school and excitedly call me by name; they listen to me, and are more excited each day for school"**

**Little Ripples training participant  
Sima, camp Djabal**

From surveys conducted with 134 Little Ripples students and their caregivers, at baseline and one-year follow-up: <sup>15</sup>

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

## 2. Hosting preschool in-home offers a more accessible, efficient, and community-integrated solution

Using homes in refugee camps drastically decreases the upfront time and costs of building a school, creates a transferable construction model, and reduces the barriers of distance and safety for students. A Little Ripples home space and Pond structure is prepared and ready to host teachers and students within one week, and the cement and metal structure is a fraction of the cost of a school building. Pond host families report that neighbors volunteer to help maintain a clean and safe space for attending students. Students attending each Pond come from the surrounding homes—which means children only need to walk a few seconds or minutes to preschool and are often already familiar with the home. The number of students registered for each Pond is at capacity at 45, and based on weekly teacher reports, average attendance rates are above 80%.

**"I like that children are using my home to learn. For the community, I wanted my house to be a pot of education"**

**Little Ripples Pond host mother,  
refugee camp Goz Amer**

## 3. Building the capacity of refugee women reduces the involvement of aid organisations and creates a sustainable community model

Little Ripples has trained and employed a total of 55 women as education directors, teachers, and cooks to work together and lead the programme in their community. Following the completion of three Little Ripples trainings, employed women lead the day-to-day operations as well as the expansion.

In November 2016, the Little Ripples CC, education directors, and teachers in camp Goz Amer scaled the programme from three to six Ponds without the presence of iACT staff: identifying the homes, overseeing the construction, and conducting peer training of twelve new teachers. In March 2017, an experienced CC, education director, two teachers, and two cooks from camp Goz Amer traveled to camp Djabal to assist iACT staff in visiting families, selecting homes, overseeing the construction of Ponds, and peer training 29 teachers and six cooks. Following one year of implementation, the education directors and teachers from camp Goz Amer have demonstrated increased confidence in speaking out at education meetings in their camp, in consistently collecting and sharing weekly and monthly monitoring information with iACT, and in identifying and solving problems.



Key to this success is the focus on relationship-building with women teachers, ensuring that iACT's teacher training is participatory, inclusive, and empowering; and providing women with leadership development support. During training, iACT trainers:

- sit on mats in a large circle with all training participants;
- get to know each woman before the start of each session and establish a safe, positive space for all participants;
- give time and space for women to practice and model every component of the curriculum and give feedback and suggestions;
- work with women to identify and document how they will adapt the curriculum; and
- encourage women to open up about their experiences and share stories with each other.

One participant in camp Djabal, Fatnah, said, *"I liked everything about the training."* Fatnah especially liked *"practicing with and learning from other women, telling stories about myself, and the mindfulness."* She added, *"Also, I have never sat in a circle for training!"*



Photo: Teachers from camp Goz Amer demonstrating positive behavior management during Little Ripples teacher training in refugee camp Djabal. © iACT

iACT developed a *LEAD with EMPATHY* leadership curriculum to further develop the leadership capacity of employed women. The curriculum is peer-led and based on peacebuilding, human rights, problem-solving, and facilitation practices. After just six months of use, teachers in camp Goz Amer demonstrated an increase in self-directed efforts. Teachers reported that *"a group of us"* initiated outreach and peer training of female primary school teachers and non-Little Ripples preschool teachers, stating that their new leadership knowledge is *"too important"* to keep to themselves. Zainab, a Little Ripples teacher, said, *"We have decided to share our training information with other women. We meet with the JRS preschool teachers and the female primary school teachers and we show them the [LEAD with EMPATHY] curriculum and we tell them about it."*

**"As a [Little Ripples] education director, I have increased my knowledge of how to manage and administrate an education programme. I lead our weekly teacher meetings, and it gives me more confidence in being a leader."**

**Souad, Little Ripples Education Director, camp Goz Amer**

#### **4. Integration of health and hygiene in daily learning improves hygiene behaviors and attitudes among children**

At Little Ripples, children wash their hands several times during the school day and teachers use the act of hand-washing as a learning activity for health, numeracy, and literacy. As a result, parents have reported a change in children's hand-washing behaviors and attitudes. Among 134 children surveyed after one year of attending Little Ripples, always washing hands before meals increased from 71% to 97%, and always washing hands after latrine use increased from 59% to 84%.<sup>16</sup> Most caregivers reported that since attending Little Ripples, their children request water and soap at home. A mother of a Pond student in camp Got Amer said of her son, *"Now before he eats, he asks for soap and water to wash his hands and tells me to also. He never did that before!"*

# CHALLENGES



Photo: Young children enjoying their preschool class.© iACT

Little Ripples was designed to adapt to contextual challenges of working in isolated and under-resourced refugee camps in eastern Chad, without compromising quality education, but there were key implementation challenges because of the refugee-led and decentralised, home-based model.

**1) Data collection** - The first challenge was collecting and receiving regular weekly and monthly monitoring information, such as attendance and observations of social-emotional behaviors of children from the education directors and teachers. To overcome this, we co-created four monitoring tools that guide the women, step-by-step, through basic, structured questions and response options. These were developed with input from the education directors and teachers. The women then complete these forms monthly and share them with the iACT staff via text messaging and in person.

**2) Quality control** - The second challenge was overcoming issues of quality control and uniformity across Ponds. At Ponds, teacher pairs do not have daily oversight or accountability, and so iACT had to identify ways to ensure teachers were implementing the programme daily as designed. After focus group discussions and interviews with teachers, iACT learned that the social "status" of teachers and feeling connected to the programme at large were important factors for teacher motivation. Based on their feedback, ideas aimed at addressing these needs were tested. After one year of piloting, the Little Ripples programme design evolved to include:

- monthly on-site observations of each Pond by the education directors;

- a teacher rotation model across Ponds to increase knowledge sharing and relationship building, where every two months, one teacher from each Pond rotates to another Pond for one week; and
- basic items to distinguish teachers in the community, such as teacher photo identification badges and matching teacher headscarves.

After testing the teacher rotation for eight months, teachers reported that working with different women fosters a sense of sisterhood and allows for the exchange of new ideas and teaching practices. Furthermore, the rotations organically created performance reviews. A Pond teacher in camp Goz Amer said that changing Pond locations and partners allowed teachers to learn directly from students about how individual teachers behaved. As a result, teachers now conduct self-directed peer mentorship of teachers who receive negative student reviews.

**3) Community acceptance** - A third challenge was convincing the refugee community to focus on the quality of the programme, not on the number of children reached. To ensure the programme establishes quality education and builds the capacity of the women to lead and before scaling up within a camp, iACT's model starts small: three Ponds, six teachers, and 135 children (45 per Pond). However, with thousands of children under five, it is difficult for some parents and leaders to understand the enrollment limit. To address this, communitywide Little Ripples celebrations are held to better inform others of the programme structure, expected impact, and long-term plans, and the CCs and education directors conduct additional outreach to discuss the programme's approach and communicate long-term plans to reach all children.

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# LESSONS FOR PROMISING PRACTICE

- There is a serious need for quality ECD in refugee settings. Through Little Ripples, iACT has learned that there is high desire among refugee parents for quality preschool education. However, there is a paucity of quality early learning opportunities for their children, particularly ones with a focus on play-based literacy and numeracy, social-emotional learning, and positive behavior management.
- Hosting preschool in the existing home spaces of refugees in camps reduces the barriers of access to education for young children and increases preschool attendance. Furthermore, the cost of construction of an adaptable and culturally-relevant learning space in a refugee home is a fraction of that of building a school. Using home spaces organically integrates the community into the education system. With the costs saved from building a school, iACT could invest in teacher training, curriculum development, and implementing more Ponds—reaching more children and employing more women.
- Empowering refugees to lead a preschool programme ensures the solution is culturally-relevant, fosters ownership from the outset, and enables the programme to be more replicable and sustainable beyond the support of international aid agencies. iACT focuses on training and on building the capacity of refugee women with the tools to implement and monitor the programme. iACT staff then remove themselves from the day-to-day operations and leave the camp coordinators, education directors, teachers, and cooks to address problems, adjust, and provide feedback. As a result, the teachers have infused their cultural identities and created new components to the curriculum and their daily teaching activities, such as songs, relay games, and use of local musical instruments. Education directors become the voice for the pro-programme in the community and manage the Ponds and teachers and any personnel issues that arise. Camp coordinators facilitate and streamline all components of the programme. Consequently, refugees can scale up the programme in their camps without the presence of iACT or other organisations.
- Providing comprehensive, state-of-the-art teacher training for preschool teachers is imperative to the impact on the children's social-emotional, cognitive, and physical development. An impactful training is participatory, inclusive, and gives trainees the time and space to model and practice, learn from each other, and give feedback and suggestions to the education structure and curriculum.
- Integrating water, sanitation, and hygiene practices into the curriculum and daily routine of preschool students has a positive impact on children's overall hygiene behaviors and attitudes.

# PERSONAL IMPACT STORY



Photo: Souad, Education Director of Little Ripples and her colleague.  
© iACT

## Education Director, Souad

Souad is nineteen years old. She fled her home Darfur, Sudan, as a little girl and has been living in refugee camp Goz Amer for fourteen years. She still remembers the terrible journey on foot to the border of Chad.

In camp Goz Amer, she lives with her father, mother, three brothers, and five sisters. She is the second oldest in her family and one of the best students in her camp. She completed secondary school and received the highest marks of all her peers—male and female.

After graduating, Souad sought employment as a teacher with Little Ripples. During training, it was apparent that she was a natural leader, and so she was selected as an Education Director of Little Ripples.

Souad has been an Education Director for two years now. She is the only person in her family with a formal job, receiving a consistent monthly salary. She uses her salary to support her family. A typical day for Souad begins at four o'clock in the morning to prepare a breakfast of porridge and sometimes dried fish for her younger siblings who go to primary school; then she prepares breakfast for herself. Following breakfast she meets with her fellow Education Director and visits Ponds.

In speaking with Souad in March 2017, she said the most difficult part of her job as an Education Director has been “building relationships with the teachers and parents.” But she said that in time, with the help of Little Ripples training, she has “improved this.” Souad also talked about the impact of Little Ripples on her life. “As an Education Director of Little Ripples, I have increased my knowledge of how to manage and administrate an education programme. I feel like a leader. I lead our weekly teacher meetings and it gives me more confidence in being a leader.”

Souad described the changes she has observed in the students at the Ponds: “The students are much more peaceful and calm. At first, many children would fight over toys and hit each other and not pay attention to the teachers. Now, they sit, listen, play and share with each other.”

## Primary school ripples

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

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

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

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

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

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

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

## Haphis

Hawa and her husband Isaac live in refugee camp Goz Amer with their five children. Hawa has been living in camp Goz Amer since its inception in 2003. She says, "Life is safer here. That's why we stay."

A new food ration distribution system has been put in place by the World Food Programme in her camp. The system is based on vulnerability. The most vulnerable families get the most rations. "We have a white card, which means we are the poorest. We receive one sack of sorghum, some cereal, a bar of soap, and sometimes one cup of oil per person." Hawa says her family typically eats two meals a day of porridge and dried fish. But Haphis—her five-year-old son attending a Little Ripples Pond near her home—gets three meals a day because of Little Ripples, she adds proudly.

"I feel very comfortable and restful that my child goes to Little Ripples and receives knowledge and play. Before attending Little Ripples, he [Haphis] would do nothing in the morning. He did not get any preschool education. He would just sit alone at home while I worked."

Hawa describes how his behavior has changed. "Before, he would sit alone and did not like to share with others. Now he hugs people and he is much more sociable and sharing. He tells me about the songs and the games he does at school each day."

Hawa expresses hope for education for Haphis and the rest of her children. "I see that if my children get educated, it is good for their life. Maybe one day they will be a teacher or director."



Photo: Haphis standing with his mother Hawa in their home in refugee camp Goz Amer. © iACT

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# CONTACTS

Sara-Christine Dallain  
Director of Programs, iACT  
scd@iacitivsm.org

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# APPENDICES

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<sup>15</sup> iACT (2014). Little Ripples First-Year Evaluation. [Report]

<sup>16</sup> iACT (2014). Little Ripples First-Year Evaluation. [Report]



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

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

This 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](http://www.promisingpractices.online)**

