



REPORT

Education International Refugee Education Conference

Providing Education to Refugee Children
from Conflict Areas in The Middle East:
Fast Track to Equal Opportunities and Integration

21-22 November 2016
Stockholm



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For reference:

[Stockholm Conference Background Paper](#) (2016)

[EI's policy paper on realising refugees' rights to education](#)

[EI portal on teachers for migrants' and refugees' rights](#)

[EI strategy "Realizing the rights of Migrants and Refugees"](#) (2016)

[EI Statement on the refugee situation "We must take collective action"](#)
(17 September 2015)

[ETUCE statement "Refugees & Education: Human rights for all"](#)
(18 September 2015)

[EI policy brief "Equitable and Inclusive Quality Education"](#) (2015)

[Background paper, Human Rights Values in Education](#) (Riga 2016)

[EI Statement on World Refugee Day: Education International demands respect for refugees' right to learn and teach](#) (20 June 2016)

[EI Policy Paper on Human and Trade Union Rights](#) (2015)

[EI Resolution on the right to education for displaced people, refugee and stateless children](#) (2015)

[EI Resolution on education, peace and justice in conflict areas](#) (2015)

[Resolution on the promotion and protection of standards and values in the world](#) (2015)

[Resolution on Teacher Migration and Mobility](#) (2011)

CONFERENCE ACTIVITIES

The conference consisted of plenary sessions (covered in this section of the report), with workshop discussions leading to recommendations (covered in the next chapter). Plenary activities occurred on both days, addressing system and classroom practices.

Day 1

Opening

Three opening speeches framed the conference, its goals and expectations, and highlighted the context of challenges in contemporary refugee education.

Fred van Leeuwen, General Secretary of **Education International** (EI) outlined how forcibly displaced children frequently struggle to get quality education. Governments, he said, often refuse to deal with the causes behind the suffering of forcibly displaced children and fail to provide adequate support to refugees. Therefore, teachers should make a stand and ensure access of refugee children to national school systems. And, in order to deal with the classroom challenges of refugee education, education unions should answer two questions: What is integration, and how can children be integrated into their new society? How can the curriculum be adapted to deal with both the new challenges and core reasons of forced migration? The conference was convened to answer these questions, he said, because there is no solution to the refugee crisis without education and without joint actions by governments and educators.

Johanna Jaara Åstrand, President of **Lärarförbundet**, emphasised the importance of quality education for children native to and new to Sweden, and for the development of society and individuals in general. Highlighting that education is key to integration, Jaara Åstrand highlighted two global issues: the poor quality, under-funding and lack of quality training available for teachers, and the attacks against teachers because they empower tomorrow's citizens. Education is power, and Swedish teachers' unions have made progress in resolving some of these issues, but there is still much to achieve.

Sweden's Education Minister, Gustav Fridolin, reminded the audience of the huge numbers of refugees resulting from the Syrian war and other conflicts. The magnitude of these numbers risked becoming a scapegoat while masking real education issues. While the Swedish government has recognised that some challenges are institutional, other challenges are unique to this situation, such as finding room for new students or mother-tongue tuition for children from very different backgrounds. The hard work of teachers has overcome many of these issues, along with new policies in Sweden that have been proven to work. "It can be done, it will be done, there is no alternative," concluded Fridolin.

Setting the Context – Policy Framing of Refugee Education

The representatives of UNHCR and UNESCO were invited to address the policy framework of education provisions for refugees.

Ellen Maree Al Daqqa, Education Officer in **UNHCR** (the United Nations Refugee Agency), outlined the UNHCR mandate in refugee education. She emphasised that the rights and wellbeing of forcibly displaced people is the main goal of UNHCR, including the right to education. The UNHCR's priority is to establish proper education in the countries of first asylum, which often lack the necessities of education. It is important for stability to include forcibly displaced children

in education as soon as possible. It is also important to gather all the relevant information to address multiple issues from buying books and pencils to trauma counselling and fulfilling the special needs of refugee children.

Kerstin Holst, Coordinator of the Desk of Education in Emergencies in **UNESCO**, explained that UNESCO aims to provide quality education to everyone, including refugees. However, the latest statistics reveal low admission and high dropout rates among refugee children and young adults. UNESCO addresses these issues by gathering statistics, developing policies, engaging in regional consultation, and recognising the professional qualifications of refugee teachers. The organisation also supports education workers and institutions from violence, attacks and profession-related risks. Holst concluded by stating the commitment of UNESCO to involve education unions as provided by the Memorandum of Understanding with EI.

Keynote Speaker – One Inspiring Story of a Refugee Teacher

Palestinian teacher **Hanan Al Hroub**, 2016 Global Teacher Prize winner, shared her experience in a conflict affected country. As a teacher witnessing violence, she felt responsible to teach children peace and non-violence. She saw how children changed in a positive way even in such an educational environment, viewing themselves in a peaceful and constructive way. She believes deeply that education is power and that teachers are a real force on the ground. Funding is important, but that alone is not enough to overcome challenges. She insisted that the capacity of teachers and curriculum must be developed to address not only the cognitive side of children. Hanan highlighted that children and young people are typically viewed only as victims of conflict. However, they are also important agents of positive social change. Therefore, she stressed the importance of integrating global citizenship education and human rights values in the curriculum, and also to train teachers on this. Teachers could use available ways of distance learning, social networks, and other possible media to reach their students and teach them something that really matters – such as tolerance and peace. However, she concluded: teachers need support.

Plenary Session I. Description of National Refugee Education Situations

During this plenary, union delegates from Lebanon, Greece and Turkey described the challenges of providing refugee children with quality education in countries that host large numbers of Syrian refugees. Lebanon, Greece and Turkey are either first-asylum or transit countries.

Adnan El Bourji, International Officer in the **Public Primary School Teacher League of Lebanon** (PPSTL), explained how the number of refugees in Lebanon is equivalent to half of the total Lebanese population. In some class shifts, there are up to three times more refugee children than native students in some classes. However, many refugee children have still not accessed education, with others tending to drop out of school, often due to early marriage or starting work at a young age. In addition, the lack of schools, teachers, and funding has led the Government to limit the right to education of refugee education up to their 12th anniversary. The funding shortage leads to extremely low incentives for refugee teachers, who, for most of them, work part time and are inadequately trained. The magnitude of the problem is greater than the solutions brought by the Lebanese government and other donor agencies. Unfortunately the Government has, so far mostly ignored the union recommendations which include: better selection of the most suitable curriculum for refugee students in primary, secondary, and vocational; longer term planning for the provision of secondary and vocational education in the coming years. El Bourji concluded that increased and sustained financial investment is required, if only to address the growing issues of intolerance and extremism.

Eleni Zografaki-Teleme, President of the **Greek Federation of Secondary State School Teachers** (OLME), said some areas of Greece have a higher concentration of refugees. She praised teachers, students and Greek citizens for providing consistent reception to refugees in transit in Greece. She also displayed some teaching materials made to help teachers provide

refugees with their right to education. However, issues include local resistance to hosting refugees in neighbourhoods and schools and the reluctance by many refugees to send their children to school while they await relocation to destination countries. And, the lack of teachers and funding remains a significant barrier to ensuring the right of such huge numbers of refugees to quality education, despite the goodwill in Greece.

Elif Cuhadar, Board Member of **Turkish education union** Eğitim Sen, outlined how Turkey hosts 2.5 million refugees. Though the government fulfilled its obligations regarding the arrival of millions of Syrian refugees and allowed refugee children into Turkish public schools, there are still issues around access to education. Only one in four school-age children living outside refugee camps attend school. Two-thirds of refugee children still have no access to public education. There are also language barriers, a lack of a separate curriculum, and no protection from discrimination. Few refugee families can afford the additional high expenses associated with transportation and other school-related issues. The union advocates for the provision of multilingual information about the school system so that refugee families get an orientation. Eğitim Sen also requests psychological support for traumatised children.

Plenary Session II. Panel Discussion on the Structural Government Responses to the Education of Refugees

Education officials from the Organisation for Economic Co-operation and Development (OECD), Sweden, the Netherlands, Jordan, Greece, and France discussed education trends and policies in their countries and globally.

Session moderator Andreas Schleicher, **OECD** Director for Education and Skills, said that some contemporary integration challenges may be addressed only by the teaching profession, while others need proper policy design and implementation by education stakeholders. Such crises should not be resolved hastily and should have been anticipated. Schleicher's presentation of demonstrated that there is no negative correlation between the number of immigrants and education performance. The impact of the country of destination and national public education system are more important than the country of origin, though the country of origin still matters. National education can impact differently on social and academic integration, but both are equally important. Research also reveals issues, such as relocation of the young and or least experienced teachers to the most challenging classes, and this is must be rectified. Schleicher also demonstrated a scheme on policies regarding their importance and costs, placing language education, pre-school education and parents' engagement on the top of the to-do list. Building capacity, limiting grade repetition, and fighting segregation are also very important steps but require investment. He also addressed the dangers of populist movements and the importance of the voice of refugees.

Fred Voncken, Refugee Education Program Director in the **Dutch Education Ministry**. The main principles of this approach include fighting bureaucracy, focusing on individuals, and a screening and matching method. All refugee students are registered and assessed, and then they follow a path connected to their background, e.g. students with agricultural backgrounds go to agricultural areas, students with technical backgrounds go to technical areas, and so on. Individual needs and issues are also addressed. However, in the Netherlands, students not only have rights, but also responsibilities, and they are expected to follow some guidelines. These include language education and accepting the rules of the hosting society. Unfortunately, many students aged 15 to 27 are often excluded from education due to their age, leading to integration challenges. Voncken also highlighted a recent award-winning documentary that showed the importance of the voices of children and teachers in planning refugee education.

Gustav Fridolin, **Minister of Education in Sweden**, explained that Sweden's history creates mixed perceptions towards immigrants. Creating a strong system is now a priority for Sweden. A recent law regulated the responsibilities of municipalities in refugee education, but there is much to be done to manage and share the responsibilities of municipalities and schools. One

of the most difficult issues is a lack of experienced teachers to teach refugee children. Swedish authorities have decided to introduce refugees who are teachers to the school system, first as teacher assistants, and later as full-time teachers when they can speak Swedish. The fact that these teachers can teach children in their own language is also important, as it will reduce the education gap.

Mutaz Masadeh, Counsellor of the **Embassy of Jordan** in Germany, said that Jordan's location in a region of many conflicts has made it a major host country in the world. There is a national humanitarian strategy, but it lacks international support and funding. Many Syrians are out of school, while classes have 147 per cent occupancy. There is a lack of schools, infrastructure, teachers, and teacher qualifications. Issues include the additional costs due to two school shifts, lack of proper ID among students, relatively low success rates, and high dropout rates. Jordan has introduced special policies, such as the Education for All campaign, to create awareness of the importance of education. Students aged nine to 12 years old follow special programmes to create competencies and help to prevent later dropouts. New classes are being established in refugee camps. However, Jordan still needs funding and support from the international community to be able to fulfil its humanitarian strategy and provide quality education for all.

Ioannis Pantis, General Secretary of the **Greek Ministry of Education**, emphasised that Greece is a gateway to Europe, and that significant numbers of refugees arrive there via the Mediterranean Sea, aiming to relocate to other European countries. Greece has established a Special Refugee Education Programme and developed a flexible action plan to deal with the challenges. As many refugee students did not attend school for years while their parents waited for relocation, this created huge educational gaps. Now, education for refugee children in Greece is obligatory. Students aged seven to 15 attend compulsory classes in special annexes in primary and secondary schools, while children aged four to seven-years-old stay by their parents in special kindergartens in refugee centres. The first reception annexes opened in October 2016 and a special curriculum for refugee children has been developed. Despite general budget shortages in Greece, the education programmes have been developed, mostly due to the support of international organisations, non-government organisations and volunteers. Pantis also invited education unions to participate in the establishment of a European Committee for Refugee Education.

Patrick Gonthier, **Academic Inspector in France**, said that recent laws stress the right of everyone to quality education. Refugee education in France starts with language education and introduction classes, but it also includes other issues, such as connecting to children's families. However, there are still challenges, including school capacity, as each class in France has officially a maximum of 15 pupils. Other issues regard the age limit (education in France is guaranteed until age 16 only), language barriers, and unaccompanied minors, especially those in Calais. France has established a network of Gymnasiums to help provide education to refugees. Gonthier insisted that solidarity with refugees must remain the core value among European countries, creating a safeguard against the rise of populist movements. He concluded that the values of solidarity, dear to the unions, must be strongly reaffirmed.

Audience participation highlighted other issues, such as the need for statistics and data collection, mother-tongue teaching, parental participation in education, the threat of populist movements, and the need for regional institutions in refugee education. The plenary session concluded that systematic change is needed in hosting countries and in international support to provide the necessary resources in countries of greatest need. Development of social cohesion is also a priority, and education programmes should address social education as well as academic scores. Most importantly, teachers and education unions should be part of decision-making and implementation of such programmes.

Special Session: Edubusinesses Swoop In – War Profiteering?

At this special breakout session, **Dr Francine Menashy** from the University of Massachusetts Boston shared the preliminary findings of a soon-to-be-released EI research report, Private

Participation in the Education of Syrian Refugees: “Investing in the Crisis”. The research aims to explore the emergence of corporate actors in the context of conflict, asking in what ways businesses and foundations have engaged in Syrian refugee education, and the extent to which they are helping to achieve humanitarian aims or exploiting fragility for profit, often described as “disaster capitalism”.

Day 1: Conclusion

To conclude the first day of the conference, Swedish Education Minister Gustav Fridolin and Professor Fernando Reimers of the International Education Policy Program at Harvard University shared their thoughts. Fridolin provided additional information on refugee education in Sweden and the tasks facing all ministries of Education. He emphasised the value of a diverse population for society and the importance of integration. Reimers reminded the audience that the forefather of modern education and public schooling, John Amos Comenius, was a refugee himself, and that the ideas of the universal value of education for all are connected with building global citizenship, respect for human dignity, and development of proper refugee education.

Day 2

Opening Session. Messengers of Hope

The second day of the conference started with the introduction of a short film, made by EI in collaboration with the **Sorbonne University of Paris**, France. EI’s Media Coordinator, Andrew King, interviewed university president Georges Haddad and two refugee students, Aya Hamadeh and Mortaza Behboudi, who also attend the conference. Haddad explained the value that refugee students bring to the university, and outlined the development of the university’s humanist dimension and the promotion of global citizenship through higher education. He also called for other universities to host more refugee students, “messengers of hope” for a better future all over the world.

Aya Hamadeh and Mortaza Behboudi, explained their pathway to the university and their career plans after they graduate and return home. Hamadeh, a Syrian refugee and computer science student, highlighted the importance of refugee education for girls. Behboudi, a student in international relations, emphasised that education should not only educate people’s minds, but also their hearts.

Plenary Session III. Classroom Practices in Refugee Education

The 3rd Plenary Session was moderated by Susan Hopgood, **EI President** and a former teacher in Australia. During this session, a panel of teachers and practitioners shared their experiences in refugee education.

Palestinian teacher Hanan Al Hroub, **Global Teacher Prize 2016** Laureate, said she belonged to the oldest generation of refugees in Palestine and she had seen a lot of violence. After her children were traumatised having witnessed a violent incident on the street, she decided to become a teacher and teach young people who experience violence in their everyday lives and

in the media. Over time, she developed techniques to teach students about peace, security, and respect for each other in the classroom. A lot of attention is given to teamwork and the development of life skills. Reducing violence in society starts in classrooms, she said.

Petra Elio Serti, a teacher and **vice principal from Sweden**, detailed her work in a segregated neighbourhood. The social integration of refugee children is an issue in these communities. Without a family or background in their host community, many refugees feel excluded and unwelcome. Schools can provide safe place, she said, adding that education provides knowledge, changes lives and facilitates integration.

Hussein Jawad, **headmaster from Lebanon**, emphasised the importance of fighting illiteracy and ignorance, source of so many problems. There is no doubt that the massive flows of refugees has an economic and social impact on a country like Lebanon, however schools must be opened to refugees to ensure their right to quality education and to facilitate their self-realisation. This is in line with the Convention on the Rights of the Child ratified by Lebanon. Children must also be protected from violence and taught about peace. Schools should also organise extracurricular activities, such as sports and art events, to ensure proper integration of all children. The integration of such activities have been experienced on the school where Hussein is teaching and has had a strong positive impact on the learning process. A lot of attention should be given to family involvement and addressing the children families challenges.

German teacher Martina Hilmer said adult education is a “second chance” education for those young adults whose education was interrupted by war and conflict. In Germany, adult education has similar principles as primary and secondary education with welcome classes and German language education as its core. Other languages and science are included in the curriculum, but not arts and sport. Hilmer said that, for her, it was important to teach not only academic skills, but also competencies for life. It was also important for refugees to learn how society operates in their new country.

Natalie Scott, a teacher from the United Kingdom and **Education Blogger of the Year**, spoke about her experiences as a volunteer teacher in the Grande-Synthe Camp near Dunkerque, France. Despite the conditions in the camp, refugee children are generally curious and have a great passion for knowledge. Unfortunately, due to poor camp resources and despite enormous support from charity organisations, there were not enough teachers, books, writing supplies and other materials in schools there. Scott also highlighted the issue of intolerance towards refugees and hateful messages in the media. She concluded with a quote written on a camp wall which said that refugees’ lives now lie in the hands of host countries. This was now society’s responsibility: to change refugees’ lives for good.

Plenary Session IV. Refugee Education in Host Countries

Representatives from Sweden, Germany, Italy and the United States of America outlined the situation regarding refugee education in their countries. Sweden, Germany and the USA are popular final destinations for many forced migrants, while Italy is another “gateway” for refugees, arriving via the Mediterranean Sea.

The four women on the panel occupy different decision-making positions in education trade unions of their country. They are among those who create a “bridge” between government and teachers, between policy-makers and practitioners on the ground. The session was moderated by EI Deputy General Secretary Haldis Holst.

Joanna Jaara Åstrand, President of **Lärarförbundet**, Sweden, said her union believes that “It all starts with a good teacher”. She defined four elements that lead to good teaching which impacts positively on the lives of students in the short and long term: collaboration with other teachers and students; resources, including time, autonomy and skills; participation of the profession in decision-making; and correlation of competences and actual needs.

Marlis Tepe, President of the **Gewerkschaft Erziehung und Wissenschaft** (GEW Germany), emphasised the importance of Germany's robust stand in its refugee politics. However, in 2015, schools were not prepared for the actual numbers of new students. This was primarily due to a lack of skilled teachers for refugee children and vocational education institutions for refugee young adults. She highlighted issues that need addressed by education unions: the growth of right-wing populist movements, the lack of citizenship education, and segregation of some ethnic groups that have no access to education.

Rossella Benedetti, International Officer at **Unione Italiana del Lavoro Scuola**, UIL Italy, said that Italy does not invest enough in education, despite it being the fourth-largest economy in Europe. This impacts the poorest regions of Italy in particular, as they host the largest number of refugees. Teachers' salaries and quotas have been frozen for many years due to the financial crisis, making it difficult to build capacity and qualifications. Other issues affecting refugee education include bureaucracy around stay permits for children and young adults and the autonomy of schools limited in funding.

Melissa Cropper, Vice President of the **American Federation of Teachers**, AFT, said that her country's democracy and multiculturalism were aimed at welcoming immigrant children and youth. However, many such children stay in the US illegally or are undocumented and are afraid of being deported. US trade unions have adopted several resolutions to make all children feel safe and welcome in American schools and there is some collaboration with the US government in this area. The other important issue is focusing on neighbourhoods and community education, building residential-related schooling with special programmes in the areas of refugee and migrant concentration. Specific tools for working with different children are also being developed and used.

The discussion opened up to include the rise of populist movements across the globe and, specifically, the possible aftermath of Donald Trump's election as US president. Cropper mentioned the rise in incidents motivated by hate in schools during and after the presidential election campaign. She asked conference participants to join the **#stopthehate** campaign asking for equity, economic justice, education and civil rights. Jaara Åstrand encouraged to promote a positive attitude, albeit acknowledging stopping the hate is necessary Benedetti said there was a responsibility to spread the correct information about refugees in the media and in classrooms and to show actual situation, not the image created by populists. Tepe emphasised that refugees and right-wing party supporters lost out due to globalisation. The best strategy, she said, is to help refugees and underprivileged locals to realise their potential and their human rights in a harmonious society, which should be the ultimate goal of education.

Plenary Session V. The Way Forward for Education Unions

At this last plenary session, workshop moderators (or their representatives) shared experiences of conference participants in their group discussions and outlined the direction of education union activities. The 88 recommendations are collected in appendix 1 by topic

In conclusion, Gustav Fridolin, **Sweden's Education Minister**, said there should be more investment in schools and in teachers, with the necessary tools developed and provided to teachers. Recognising that there is a need for international cooperation and aid, he understood that this was not just a refugee crisis, but also a responsibility crisis. Politicians must decide either to develop this common responsibility and welcome refugees or turn their countries into fortresses in an irresponsible way.

Closure

In her closing speech, **EI President** Susan Hopgood reminded participants that they were fighting for the rights of young people, “messengers of hope” such as the refugee students attending the Sorbonne. She announced that the pledges made by education unions would be made accessible (appendix 2) and presented the three pledges of Education International:

Number 1:

EI pledges to press for a meeting of EU primeeducation ministers to address the education challenges for refugee children and young people.

Number 2:

EI is planning a global conference on democratic and social justice values in the USA in 2018. In addition, EI will organize a workshop on refugee education in Africa in 2017.

Number 3:

A commitment to Global Citizenship Education.

Appendix 1: Workshop Recommendations

WORKING GROUP A – ACHIEVING THE RIGHT TO QUALITY EDUCATION

Round table A1: Role of National Public School System

Recommendation 1. Education is a human right and should be provided to all children for free by the governments. If private sector actors have a role it must be strictly regulated.

Recommendation 2. Make sure refugees have access to information ABOUT the education system.

Recommendation 3. Make sure refugees have access to education at their own level of learning. Both children, youth and adults.

Recommendation 4. On the issue of education in transit countries, it is important to recruit representatives for the refugees to define what the refugees know, need and want.

Recommendation 5. Support the initiative to create a European Union committee for the refugee education.

Recommendation 6. Financing of education should be prioritized and governments must be supporting teachers and building and supporting teacher competence.

Round Table A2: Opening doors to Further and Higher Education

Recommendation 7. Trust the professionals and give the teachers the mandate to assess prior learning.

Recommendation 8. Regarding e-Learning, make sure that there is skilled support (technical and content) and an infrastructure that works.

Round Table A3: The Disadvantaged among the Disadvantaged

Recommendation 9. Provide holistic, physical, psycho-social and academic assessment at the earliest opportunity possible with corresponding individual education plans and appropriate support.

Recommendation 10. Maintain pressure on national governments to implement complex strategy for girls' education including:

- a. working with families to address cultural, economic and political barriers (e.g. early/forced marriages);
- b. to encourage young women/girls participation in education;
- c. financing adequate sanitary facilities not only in the refugee camps but in every transit and host country.

Recommendation 11. Create opportunities and time for sensitive, appropriate effective communication between teachers/schools and other agencies, and refugee children and their families; for teachers to share learning and best practice with one another thereafter.

Round Table A4: Preventing Young People from Going Astray

Recommendation 12. EI and education unions should promote and advocate for Global Citizenship Education that fosters the values of human rights, democracy, intercultural understanding and solidarity for all education levels through a learner-centred, practice-oriented approach.

Recommendation 13. EI and education unions should advocate for equal access for all young people to their social and economic rights, including social and health service provision at education institutions, in order to prevent young people going astray.

WORKING GROUP B – SUPPORTING TEACHERS

Round Table B1: Addressing Teachers' Shortages

Recommendation 14. Develop multiple pathways into teaching, including opportunities for career switchers, with appropriate support so those entering the profession are adequately prepared.

Recommendation 15. Provide additional compensation to those teachers working with refugee students.

Recommendation 16. Provide extra support for students in high levels of need, who may require lower student teacher ratio.

Recommendation 17. Allow temporary employment of volunteers and casual teachers.

Round Table B2: Teaching in Refugee Centers

Recommendation 18. Develop a supportive policy framework for voluntary teachers, contract teachers and casual teachers to mitigate the large demand for teachers in these settings and allow the recruitment of more teachers and the integration of qualified refugee teachers.

Recommendation 19. Develop participatory processes in the camps with the involvement of key stakeholders, including refugee students, parents, teachers and support staff to identify needs and develop a contextually relevant strategy which mobilizes existing assets in the camps.

Recommendation 20. Map existing resources in the camp which can support education of refugee children, including space, personnel, opportunities for community partnerships and that recognize and build the agency of refugees themselves and empowers them. Adopt an appreciative inquiry mindset, look for things that are positive and good in the setting.

Recommendation 21. Develop multidisciplinary approaches to teaching that enable teachers to teach out of field and across the curriculum.

Recommendation 22. Review the curriculum so that it is contextually relevant, helps students develop skills that empower them in that setting and build the resilience for their continued journey until resettlement. Develop competency based curriculum that builds competencies for conflict resolution and peace building, vocational and technical skills, music and sports, life skills, including those that allow students to heal from the trauma experienced in their journey. Plan for appropriate pedagogies to help students develop those skills in ways that empower them and build their character, emotional development and cognitive skills, for example, using project based learning, engaging in problem based pedagogy,

entrepreneurship education, design thinking and other approaches to build the resiliency, creativity, leadership and entrepreneurial skills of students.

Recommendation 23. Ensure availability of facilities, bathrooms, teaching materials, that can support effective deployment of the pedagogies mentioned above.

Recommendation 24. Give serious consideration to integrating refugee children into mainstream schools, rather than segregating them into schools for refugees in camps or otherwise.

Round Table B3: Teacher Professional Development and Support

Recommendation 25. A whole school approach to learning and teaching that includes children and parents should be implemented.

Recommendation 26. Time for professional development and to share good practices should be provided.

Recommendation 27. Effective parental involvement should be guaranteed.

Recommendation 28. Effective involvement of teacher unions with a focus on the development of effective pedagogies and effective teacher support should be established.

Recommendation 29. Communities of learning should be created, using technology to document good pedagogical practices and to facilitate exchanges with teachers in schools bridging geographic distance.

Recommendation 30. Prioritise effective professional development for instruction in multilingual classrooms.

Recommendation 31. Professional development should always continue.

Round Table B4: Giving Refugee Teachers Work Opportunities

Recommendation 32. Have refugee teachers teach in teams with host country teachers. They can in this way serve as cultural resources to communicate with refugees, while gaining valuable experience and support that allows them to professionalize.

Recommendation 33. Providing mentorship and support.

Recommendation 34. Hire refugee teachers as teacher assistants, who work under the supervision of a fully accredited teacher. It is important to protect them from potential exploitation in relationships that stall their progress towards full qualification.

Recommendation 35. Create bespoke programs, competency based, that allow multiple pathways to gaining and demonstrating the necessary competencies to receive accreditation.

Recommendation 36. Involve teacher unions in the mobilization and development of this new teacher force.

Recommendation 37. Assist refugee teachers in finding documents which accredit the education completed in the home country, so they can receive equivalencies when appropriate.

Round Table C1: International Instruments Safeguarding the Rights of Refugees

Recommendation 38. Education international and its affiliates should engage in campaigns that promote the ratification, implementation, and enforcement of international instruments including those relating to labour and children's rights and standards.

Recommendation 39. Education International and its affiliates should engage in campaigns that aim to turn the tide on public opinion on refugees by re-thinking their communication strategies, particularly through social media and in collaboration with other stakeholders and NGOs.

Round Table C2: Reaching out to Unaccompanied Minors

Recommendation 40. Education unions should support regional (e.g. European), national, and local authorities to ensure that unaccompanied minors are provided with effective protection and assistance in a comprehensive and sustainable way, in line with international standards. In this regard, a special attention should be given to a) promoting cross border collaboration and dialogue among unions and relevant authorities in view of efficient family reunification procedures and b) providing unaccompanied minors with long-term educational and work perspectives that would guarantee a successful integration process and transition into adulthood.

Recommendation 41. Education unions should a) develop the capacities and raise awareness of teachers and education personnel on the ground regarding the national legal framework and protection system for unaccompanied minors and b) build partnership with relevant national and local actors to develop safe and inclusive school environments, where unaccompanied minors are offered adequate guidance and support in their integration process, in order to prevent children from disappearing, being excluded from society and protect them from danger.

Round Table C3: Burden or Blessing

Recommendation 42. Education stakeholders need to work with wider public services to ensure an effective transition for refugees into their host communities. Education should be seen as the core of all support services.

Recommendation 43. Both refugees and host communities should be supported with effective information, advice and guidance to ensure successful relationships are built between those involved. Education should be seen as the key safe space where this can happen.

Round table C4: Sustainable Funding for Quality Education For All

Recommendation 44. EI should provide a checklist to support affiliates in order to lobby for more contributions to the "Education Cannot Wait Fund" and the 0.7% goal in development assistance budgets of donor states.

Recommendation 45. In order to increase effectiveness and transparency of information, EI can conduct a mapping within the EU, Africa, and the Middle East in two areas:

1. Available resources – Which countries are able to provide help and for whom?
2. Needs – Which kind of support is needed, such as basic needs (emergency funding for refugee camps, schools, food, water, supplies), know-how (training for teachers, manuals, teaching materials, teaching methods), and strategies/policies.

Recommendation 46. EI members need support in accessing the funds provided by the EU Commission. EI and ETUCE can act as facilitators and organize meetings with EU fundraising specialists in order to advise the teachers' unions on this subject.

Recommendation 47. The outcomes of the conference should consider financial aspects. To support education unions at the national level, EI should provide a check-list focused on what the governments must do to develop integration policies and development aid actions.

WORKING GROUP D – CONFRONTING THE PROFESSIONAL CHALLENGE

Round Table D1: Supporting the Development of Host Country Language and Values

Recommendation 48. Evidence based approaches to support language development should be used, informing programs of teacher professional development to build the necessary capacities for effective language instruction, in pull out sessions and in integrated classes. Supportive actions for effective language development would include using teaching assistants with mother tongue for provisional support or maintenance.

Recommendation 49. Teachers need also to engage in frequent and effective dialogue with parents that can help them appreciate and communicate respect of the home culture and values, while helping the family navigate and access the codes of participation and power in the host country.

Round Table D2: Personalization of Instruction, Using Adaptive Technology

Recommendation 50. Develop teacher capacities and appropriate assessment instruments that enable the development of an individualized learning plan for each refugee student.

Recommendation 51. Teacher autonomy and competency to support the language development of students in the mother tongue as well as language of the host country, the capacity to communicate through the common languages of music, sports.

Recommendation 52. A social and institutional context that provides teachers a community for learning, support and continuous improvement, social support, a collaborative environment with colleagues and members of the community, adequate support personnel, such as social workers, psychologists and others who can provide holistic attention to the needs of refugees and make appropriate linkages with other agencies that can support the needs of their families.

Round Table D3: Educating the whole child

Recommendation 53. Teach teaching. Restructure the work of teaching so it is collaborative, across subjects, project based, and deploying innovative pedagogies.

Recommendation 54. Teacher coaching. Use multiple modalities of professional development, not just short courses, which are common, but also coaching and mentoring, school based professional development, self-studies, shadowing other teachers and team teaching.

Recommendation 55. Develop appropriate linkages for frequent interaction across teachers in various classrooms in various schools, and also between school staff and communities and other organizations of civil society, such as agencies that provide support services to students and their families.

Recommendation 56. Involve students actively in their own education, including in identifying learning needs and devising learning activities to meet those needs.

Round Table D4: Advancing Global Citizenship Education

Recommendation 57. Develop global citizenship curriculum across disciplines and at all grade levels which can support effective global citizenship. Different systems may follow diverse pathways to do this, some may adopt a national global citizenship curriculum, others may adopt national standards, others may create processes that invite the creation of multiple global citizenship curricula. These should foster agency, empowerment, understanding of and active respect for human rights and for actions that lead to sustainable development as articulated in the Sustainable Development Goals.

Recommendation 58. Create a global citizenship portal with resources that can support initiatives across countries, and that enable and support cross-country exchange of experience and collaboration.

Recommendation 59. Develop appropriate linkages with academia, international development institutions, and other organizations that can support high quality global citizenship curriculum and professional development.

WORKING GROUP E – CREATING A FAVOURABLE SCHOOL ENVIRONMENT

Round Table E1: Building Harmonious School Community

Recommendation 60. Foster inclusive and open partnerships with parents and others through building trust and effective communication across the whole school community on the school values and leadership.

Recommendation 61. Effective distributed leadership supported by inclusive, participatory structures building a positive school environment and ethos.

Recommendation 62. Relationships with faith-based institutions can promote integration that is underpinned by understanding. Positive relationships with community police could be helpful in reframing the perception of authority figures and public institutions. Provide language classes for parents who require support to learn the language of the host country. Great need for larger number of mother tongue teachers.

Round Table E2: Combating Racism and Xenophobia

Recommendation 63. Develop/Ensure that curriculum that is norm critical, culturally sensitive and inclusive and includes training for educators to ensure avoidance of person biases and biographies. Curriculum should be broad to provide time and freedom to address these issues.

Recommendation 64. Ensure teachers' professional standards of practice preclude racist and xenophobic activities. Schools and school charters should also be developed and should include follow-up as to effectiveness.

Recommendation 65. Develop a repository of classroom-ready material that may be used by teachers to combat racism and xenophobia including media awareness and critical thinking. Tools should be inter disciplinary, readily available and teacher friendly.

Recommendation 66. Develop partnerships with community organizations and municipalities to provide resources for families and children outside of the school system.

Recommendation 67. Use extra-curricular and/or co-curricular activities to aid in the integration of students and parents.

Recommendation 68. Staff should reflect the diversity of the school community.

Recommendation 69. All members of the education community must be part of the solution including teachers, parents, students, administrators and unions.

Round Table E3: Developing Effective Models of Trauma Counselling

Recommendation 70. Systematic training of teachers and school staff to be able to identify signals of behavioral problems/traumas and establishment of multidisciplinary team of experts as resource persons and in order to develop coordinated response/comprehensive interventions at school and with relevant authorities/social services.

Recommendation 71. Build “safe schools” models with spaces for dialogue and extra-support programmes for young people reaching 18 years old who are presenting behavioural and psychological problems.

WORKING GROUP F – EDUCATION UNIONS TAKING RESPONSIBILITY

Round table F1: Establishing Partnerships

Recommendation 72. Establish networks of teachers/teacher unions who are experienced in working on migration issues by encouraging existing teacher activities, empowering teachers at local level. Where networks of CSOs or NGOs exist already, there is a need to tap into or to link to these networks with a view to benefit from each other and to overcome issues of misinformation or lack of information exchange. The network should have a holistic approach and connect with school boards, universities and get everybody together who works on education and migration issues.

Recommendation 73. The networks should reply to the need to engage regional boards, cooperate with CSOs and NGOs, youth parliament, school boards, Red Cross activities, including religious and community leaders who are also close to the refugee community, etc. for the unions to gather the support and form coalitions with other organizations to become the coordinators of this development.

Recommendation 74. Create multi-stakeholder coalitions at local level with parents and students, including the learner experience to ensure children and young people can learn in a safe and healthy environment that allows them to receive quality education.

Recommendation 75. Link to activism, incentivize union activists on the topic; strengthen the dialogue between organizations and empower trade union activists to use the existing experience. For EI that means:

- 1) Engage and encourage member organizations to engage in coalitions, recognizing that the partnerships need to reflect the context of national situations.
- 2) Develop a strategy for cooperation
- 3) With a view to address different levels of recommendations, establish umbrella coalitions at international and national level to support, promote and facilitate the establishment of local level coalitions.

Recommendation 76. Empower members to engage or build coalitions at local and national level, bringing together multiple stakeholders

Recommendation 77. Engage and develop networks across countries that share common challenges

Recommendation 78. Convene resources of parents' and students' organisations, teachers and teacher representatives to strengthen collective actions vis-à-vis local and state authorities.

Round Table F2: Sustainable Development Goals

Recommendation 79. Make the SDGs known and ensure their customization (e.g. union plans, national action plans, policies, legislation).

Recommendation 80. Put pressure on governments and the international community through targeted advocacy for:

- 1) Education financing
- 2) Investment in teachers (recruitment, continuous professional development, remuneration, etc.)
- 3) Recognition of qualifications of refugee teachers

Recommendation 81. Unions and EI should participate in national, regional, and global consultations, supported through research, empirical evidence and strengthened and sustainable partnerships.

Recommendation 82. EI should delineate where international partnerships and relationships already exist and provide a timeline as to when and where intervention meetings will occur.

Round Table F3: Supporting Global Networks

Recommendation 83. A global teachers virtual online network could enhance the professionalism of teachers by providing opportunities for them to extend their professional support agencies. Such a network should be established on a safe, secure, non-commercial basis providing a multilingual communications platform within a trade union sponsored and monitored network.

Recommendation 84. The network would be useful in enhancing the engagement of teachers with their unions and encouraging teachers to participate and support other union activities.

Recommendation 85. EI should develop such a global online support network for teachers to facilitate professional interaction. The network should be flexible enough to accommodate the needs and interests of teachers, irrespective of the country in which they work or the language or cultural background of the teachers. It should be designed to be accessible to teachers on a non-cost basis to encourage and facilitate teachers participating in all socio-economic circumstances.



























Recommendation 86. The network should be built on the work already done by unions, agencies and regional networks.

Recommendation 87. Associated with the network, EI should develop a Teacher's Professional Passport which would provide a portable record for each individual teacher of their skills, interests, knowledge and professional achievements. EI should try to ensure that the passport was recognized as a valid and accurate record of the professional status of the individual teacher.

Recommendation 88. Establishing such a network would necessitate addressing a number of issues including access (open or restricted), legal issues (personal data and copyright), and partnerships (non-commercial and non-exploitive).

Appendix 2: Teachers' unions pledge to ensure quality education for refugees

<https://www.youtube.com/playlist?list=PLzE8QMjUc9JkawzUTVUzW-kl9DuPylqf9>

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|---|---|
|  Egitim Sen Turkey |  UCN Norway |
|  KTU Iraq |  European Parent Association |
|  CTF FCE Canada |  AOb Netherlands |
|  EIS Scotland |  NUT UK |
|  SNES-FSU France |  SNAPEST Algeria |
|  F.E.CC.OO. Spain |  NASUWT UK |
|  UNPEF Algeria |  EIS Scotland |
|  USA NEA |  DLF Denmark |
|  Lärarförbundet Sweden |  GFW Germany |
|  KI Iceland |  ESEUR Russia |
|  SNESup Morocco |  UCU UK |
|  INTO Ireland |  ZNP Poland |
|  UNHCR |  |



REPORT

Education International Refugee Education Conference

Providing Education to Refugee Children
from Conflict Areas in The Middle East:
Fast Track to Equal Opportunities and
Integration



Education International
Internationale de l'Éducation
Internacional de la Educación

SUMMARY

It is vital to make governments offer quality education to refugees and to introduce the principles of Global Citizenship Education to the education curriculum. These were just two recommendations from Education International's Refugee Education Conference on 21-22 November 2016 in Stockholm.

Such actions could lead to the development of equity, cohesion, multiculturalism, and long-lasting peace.

The conference, held at the Teachers' House of Swedish affiliate Lärarförbundet, was attended by representatives of 50 education trade unions from 38 countries together with teachers, students, educational officials, and experts.

Teachers for Migrants' and Refugees' Rights



www.education4refugees.org