



The Commonwealth
Education Hub



Education for Migrants and Refugees

Discussion Summary

This e-Discussion was conducted in partnership between The Commonwealth Education Hub and Initiatives of Change between 9th and 30th June 2017.

Organisations that supported the hosting of this eDiscussion:



Education for Migrants and Refugees

Introduction

Migration nowadays expresses itself as an unprecedented phenomenon for many countries in the world. As an example, the number of refugees and asylum-seekers entering Europe reached record levels in the last two years, according to the UNHCR and OECD. This context brings challenges and potential opportunities for both the communities of adoption and countries of origin/birth. It is understood that the complexity of the migration phenomenon requires a multi-sectoral, integrated educational policy approach where public, private and social stakeholders have key roles to play.

A more human-centred educational approach was articulated through this eDiscussion in order for migrants and refugees to release their creativity and commitment for meaningful social and economic inclusion, and engagement within their countries of adoption, and if possible to their countries of birth or origin.

This eDiscussion pulled together current and innovative ideas, projects and policies from the formal, non-formal and informal education sectors. This has allowed a rich cross-fertilization of diverse ideas.

A total of 27 contributions were received from 25 people in 13 countries and intergovernmental agencies. Key points and issues presented have been synthesised to be included in this report as well as suggestions for future actions.

About The Commonwealth Education Hub



Conceived as a ‘network of networks,’ The Commonwealth Education Hub is intended to promote knowledge sharing and collaboration among policy-makers and practitioners across the Commonwealth.

Through its virtual ‘one-stop-shop,’ the Hub offers an array of online knowledge services designed to enable easier access to relevant information and resources, as well as to strengthen the collaborative context within which approaches, solutions, and best practices can be shared and adopted at scale across the Commonwealth, and perhaps even more widely.

www.thecommonwealth-educationhub.net



Contents

<i>About The Commonwealth Education Hub</i>	1
<i>Discussion Summary</i>	3
Key points	3
Strategies for trauma awareness and resilience.	4
Recognition of skills and experience, and the recognition of studies.	4
Education for all including persons with disabilities and the achievement of the sustainable development goals (SDGs).....	4
Provisions for low-cost schools and linguistic competence: the human touch.	6
Participation strategies for inclusion and engagement.	6
Digital technology: the new learning space.	7
Migrants’ and refugees’ contributions to the sustainable livelihood of countries of origin/birth.....	7
Key conclusions and recommendations:	8
Reflections for moving forward	9
<i>Commonwealth & other Case Studies</i>	11
<i>Related Resources</i>	11
References and resources.....	11
Resources provided by participants	11
Included News Items.....	13
<i>Discussion Question</i>	14
eDiscussion: Education for Migrants and Refugees	14
<i>Full Responses</i>	16

Discussion Summary

The following are the themes emerged through the eDiscussion:

1. Strategies for trauma awareness and resilience.
2. Recognition of skills and experience, and the recognition of studies.
3. Education for all, including persons with disabilities and the achievement of the sustainable development goals (SDGs).
4. Provisions of low-cost schools and linguistic competence: the human touch.
5. Participation strategies for inclusion and engagement.
6. Digital technology: the new learning space.
7. Migrants' and refugees' contribution to the sustainable livelihood of countries of origin/birth.

All of these themes were dealt with from an intercultural, intergenerational and gender approach. Themes emerged from the formal, non-formal and informal education sectors; stakeholders from the private sector, e.g. banks' initiatives; and public sector, e.g. The Commonwealth and European Union; as well as the social sector, e.g. diaspora communities.

Key points

Discussion themes centred mainly on the psychological, protection and prevention factors that have a direct impact on a successful or failed educational experience, and the performance of migrants and refugees. This is especially relevant when personal circumstances of forced migration are known. A gender and intergenerational educational approach was also emphasized, taking into consideration the importance of fostering the sense of value and worth of every member of the family and their potential contribution to their communities and societies. The recognition of previous experience and skills of migrants and refugees revealed the key role of digital technologies. The social entrepreneurship initiatives fostering socio-economic value to the diaspora and non-diaspora communities of adoption and origin/birth where highlighted in this eDiscussion as promising and relevant for social cohesion.

Key conclusions and recommendations:

The right to education has been recognized at least since the Universal Declaration of Human Rights in 1948, and has since been reiterated and elaborated through numerous human rights treaties and conventions. These treaties, their use and interpretation, have produced a framework through which the right to education is understood to comprise four essential and related components:

- availability,
- accessibility,
- acceptability and
- adaptability.

This implies that states have a responsibility to ensure non-discriminatory, inclusive education at all levels, including universal primary education; teaching and learning environments to assure quality; and finances to guarantee this. (Global Thematic Consultation on Education and the Post-2015 Development Framework, Making Education For All a Reality, 2013).

Summary of contributions and implications according to each of the emerging themes below.

Strategies for trauma awareness and resilience.

Key words: psychological trauma, healing processes, somatization, post-traumatic stress disorder

All educational providers should be ready to offer psychological support to overcome trauma experienced by migrants and refugees in different contexts and degrees. Any psychological approach and support will need to take into account key cultural rhythms and pace. There is a sense of urgency for educators to receive training on how to recognize, and signpost people with any of the following trauma identified within migrants and refugees to the relevant professionals. This could be: (a) sexual trauma including rape, sexual exploitation and genital mutilation in their homeland, or on their way to their country of adoption; (b) physical trauma from being kidnapped, taken hostage, and/or tortured; (c) emotional trauma from experiencing or witnessing all of the aforementioned events. In addition, all endeavours to try to adjust to different cultural settings and a completely new environment increases levels of stress and anxiety.

Providers of formal, non-formal and informal education should be appropriately trained and equipped to support refugees and migrants to enable them to have meaningful engagement.

Recognition of skills and experience, and the recognition of studies.

Key words: alternative paths, technical education, employment, decent work

There was consensus that migrants and refugees who are not ready to access academic and/or technical education routes in their host countries could be offered transition paths to help them prepare for further study or employment. These transition paths should be flexible and tailored to the migrant's or refugee's prior attainment, experience and aspirations.

Contributors raised various aspects regarding funding of education. The need was raised of subsidies for small and medium sized enterprises (SMEs), which were interested in accepting apprentices in order to train and up-skill young migrants and refugees. Also, the advancement of learner loans for adults, which might enable them to gain access to the specific training they need.

There were in-depth contributions on the importance of finding employment, or 'decent work', for people regaining their self-esteem and becoming productive in their new environment. The role of the private sector may be an important additional factor in filling the 'gaps' that are not achieved through provision by governments.

Increasing access to education is being fostered by financial institutions to run low-cost schools, in low-income communities. Most of these are run by women, through SMEs.

Education for all including persons with disabilities and the achievement of the sustainable development goals (SDGs).

Key words: human rights, inclusion, equality, work integration, dignity, monitoring, targets, indicators

Education for All

Education is a basic human right, enshrined in both the 1951 Convention relating to the Status of Refugees and the 1989 Convention on the Rights of the Child. UNCHR has estimated that only 50 per cent of refugee children of primary-school age are actually in school, a number that drops to 25 per cent for adolescent refugees in secondary school. Indeed, refugee children and adolescents are five times more likely to be out-of-school than their non-refugee peers (UNCHR, 2016: Education for Refugees).

"Educate a Girl, Empower a Woman, Inspire a Community, Change Lives" has been the strapline of The Commonwealth Girls' Education Fund (CGEF) for over 50 years. This could summarize the commitment of so many contributors within the eDiscussion who have shared their work about developing holistic approaches to education, and especially focusing on women and girls from low-income countries, and within economically deprived areas of developed countries.

The work of CGEF and other organisations places an emphasis on the mentoring and monitoring of the educational journey of girls and women with which they work. This is one key aspect that could make education succeed or fail.

Regarding the access of persons with disabilities:

UNHCR states that an estimated 6.7 million persons with disabilities are currently displaced. Women, children and older persons with disabilities are particularly vulnerable to discrimination, exploitation and violence. They also may have difficulty accessing support and services that could reduce their risk and vulnerability. Their potential to contribute and participate in solutions is seldom recognized (Women's refugees Commission, 2014).

According to the United Nations Convention on the Rights of Persons with Disabilities, Articles 24 and 27, persons with disabilities have a right to education. Their educational experience should be without discrimination and on the basis of equal opportunity.

Article 24: Countries shall ensure an inclusive education system at all levels and lifelong learning directed to: a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity; b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; c) Enabling persons with disabilities to participate effectively in a free society.

Article 27: 1. States Parties recognize the right of persons with disabilities to work, on an equal basis with others. 2. States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labour.

There was a common agreement that educational provisions for the child, young person, adult and senior migrants and refugees with disabilities have been overlooked with almost no proper provisions in place in the communities where they are needed. This has left them facing barriers when trying to find the required schooling setting, services and equal opportunities for becoming employed.

"Nothing about us, without us" would be the best approach for any public, private or social initiative. This means that people with disabilities must be part of the working team from day one of the planning stage; recognizing challenges faced on a daily basis and the way they have overcome (or otherwise) any barriers against their inclusion into society and the labour market.

Regarding the sustainable development goals (SDGs)

Contributors emphasized the support of the implementation of the SDGs in the curriculum through many paths: e.g. the need for inclusion of policies issued by UN agencies, such as UNESCO and UNHCR within educational national systems. UNHCR states: "This encourages governments to assume their responsibility for refugee protection and rights under the 1951 Refugee Convention, the Convention on the Rights of the Child and SDG 4 to "ensure inclusive, equitable quality education for all' as well as relevant national legal and policy frameworks".

The Commonwealth Secretariat has developed a Curriculum Framework for the SDGs to support member states address all 17 SDGs through education. The initiative reinforces the connection between the SDGs through a holistic, life-course approach, taking into consideration the targets and their respective indicators as adopted by the Social and Economic Council of the United Nations and in the respect of the Commonwealth Charter.

An imperative called “One World, One Health”, recognizes the interdependence of humans, animals, plants and the environment in an on-going interaction with the complex socio-economic and political systems at local, national, regional and global levels. The phenomenon of migration, its nature, typology and reasons in which it develops and evolves has a direct cause-effect on the balance or imbalance of this interdependence.

Provisions for low-cost schools and linguistic competence: the human touch.

Key words: low cost, spaces for learning, family friendly, SMEs, funding, tandem, intercultural, linguistic competence

Contributors highlighted the importance not only of having spaces for learning, but that these were appropriate, accessible and open at appropriate times and are family-friendly. Small and medium enterprises (SMEs) seem to have filled the gap left by the public sector in terms of offering educational provision, when the public sector has not been able to offer one. It was acknowledged that, if this was the case, alternative funding is needed for SMEs to thrive as they accomplish their vision. It was important to highlight that the non-formal sector has been offering training as the main feature that is to be tailored and adapted to the real needs of those receiving the training.

Contributors highlighted that not losing the direct human contact and interaction between teacher and learner is as important as the development of digital applications for learning languages. Tandem language learning proves to be one method which combines both: language improvement and personal interaction. It offers an economical, flexible and effective means of improving linguistic competence as well as inter-cultural understanding. At the same time, the importance of face-to-face teaching in the initial stage of acquiring a new language in a new setting and environment for migrants and refugees was pointed out.

Participation strategies for inclusion and engagement.

Key words: interactivity, social entrepreneurial initiatives, community-based, intergenerational, common good, solidarity, diversity, migration, culture, civilisation

Contributors described many community-based initiatives in which innovative participatory ways for inclusion and engagement are actively promoted, such as museums, human libraries, sharing libraries, time-banks, foodbanks, and so on. The importance of these initiatives is that they are fit for purpose with regards to fostering an intergenerational approach. Some of the initiatives are carried out by migrants and refugees themselves, especially women within diaspora communities.

Most of these initiatives represent community-based educational projects with a transformative power, based on values of solidarity, humanitarianism, mutual help, and the common good of community members' well-being. At the same time, these community-based initiatives represent the best way to work toward key elements emphasized by contributors:

- sustainable peace;
- learning to manage cultural, ethnic and religious diversity;
- strengthening impetus on humanitarian efforts while tackling root causes;
- combatting xenophobia, racism, human trafficking, migrant smuggling, and targeting of minors and refugees by extremist groups and criminal networks; and

- valuing migration as ‘a positive choice vs a necessity’ and as a means ‘for the enrichment of culture and civilisation’.

Digital technology: the new learning space.

Key words: digital storage, prevention, protection, instant verification, recipient ownership, blending learning.

This emerging field has a direct link with some of the most valuable official records for migrants and refugees as graduates and post-graduates in their homeland. As it was stated in the eDiscussion: “The world needs systems of record that can withstand war, economic collapse, and climate catastrophes—before they happen. Documentation of achievement can mean the difference between employability and un-employability in a new country; a career with an upward path of advancement, or a lifetime of unskilled labour.” The use of digitisation of credentials, possibly using blockchain technology is becoming not only desirable but necessary, especially if this digital endeavour has a “recipient ownership” feature. This endeavour calls for the synergy of global international organisations together with other non-profit public organizations.

Other contributions referred to the ubiquitous nature of mobile or smart phones and their creative use to assist refugees and migrants to learn a language and other skills while having 24/7 access.

A curriculum embedding in blended learning (rather than a fully online/digital or fully face-to-face) approach, with a focus on monitoring and mentoring is what is bearing the most fruitful outcomes when supporting migrants’ and refugees’ education. An added value of this blended learning is its cost-saving/flexible access enabled by ICT or online education, as suggested by one of the contributors. This is expressed in proposals of courses launched through MOOCs (Massive Open Online Courses).

Migrants’ and refugees’ contributions to the sustainable livelihood of countries of origin/birth.

Key words: capabilities, assets, means of living, natural resources base, meaningful contribution, well-being

According to DFID (2000), a livelihood is sustainable when it can cope with, and recover from, stresses and shocks, and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resources base. The unprecedented natural disasters, including severe weather events and steady high temperatures, also have a gender impact.

Education for a sustainable livelihood should tackle the inequalities coming from unfair access to credit, land-ownership and decision-making processes, which undermine the capacity of women especially, to become responsive and resilient to these unfavourable situations.

There was a general consensus to consider that livelihoods were best tackled by up-skilling migrants’ and refugees’ capabilities, should they decide to return to their countries of origin/birth if/when the circumstances are favourable. The training and skills required for this endeavour should be focused on developing the following capital:

- human,
- social,
- natural,
- physical, and
- financial,

in order to achieve sustainable livelihood outcomes, such as:

- guaranteed basic income,
- increase in communities' well-being,
- reduced vulnerability,
- improved food security, and a
- more sustainable use of the natural resources base.

Education for sustainable livelihoods should teach how to gain and reinforce resilience as the main asset to cope with vulnerability in contexts caused by shocks, stress and seasonality. All these require pulling together the different capitals described above. Clear knowledge of the systems and processes involved in making this education meaningful and compulsory for migrants and refugees, means considering laws, policies, cultures and institutions from countries and communities of origin/birth.

Key conclusions and recommendations:

- Contributing factors:
 - a. Involve civil society: “Champion” host leaders and members of diaspora communities that are ready to mentor and coach those in newly-arrived and/or those in the settling processes. This is especially in the learning of the host country’s language in order to enable a quick and comfortable language immersion.
 - b. Foster the offer of apprenticeships by businesses and social enterprises within the community of adoption.
 - c. Promote social community initiatives for which volunteers could be recruited from the diaspora community. The ideal scenario would be having a balanced team of community members together with settled, settling and newly-arrived people.
 - d. International, national, regional and local funding should be allocated to best good practices such as a digital technology like blockchain, which could enable and protect personal, tangible assets of migrants and refugees, such as educational qualifications and recognitions, birth certificates, etc.
- Requires focus on:
 - a. Adjusting and modifying encampment policies, which restrict the movement of refugees, directly affecting their access to schools outside the camps.
 - b. Offering with the support of qualified teachers of their diaspora community, the host national curriculum, sitting for national exams and being awarded the same certificates as the children of the host country.
 - c. Improving the quality of education and the relationship between education, ethics, skills development and the world of work.
 - d. Offering relevant education and training to those staff (educational, social, health, culture, environmental, etc.) that are new to working with refugees and migrants in collaboration with them.
 - e. Creating reliable data about migrants and refugees with disabilities and to explore and study provisions that could enable them to equally access education on a fair basis.
- National educational systems need to discuss and to include:
 - a. Recognition of education/qualifications, experience and skills of refugee and migrant learners (recognition of prior learning).
 - b. Integration into learning paths that are the most appropriate for scaling-up their skills.

and to include:

- c. UNHCR and UNESCO policies for migrants and refugees as part of their national educational and social systems.
- No one-size-fits-all solutions exist, requiring policies and strategies that meet the needs and challenges within a given context. This will be the only way to give pertinent responses to the fair demands and rights of migrants and refugees.
- Need for a multi-sectoral, integrated policy funding approach that could become compulsory for all countries. This was provided in reply to a statement from Gordon Brown in the Royal Commonwealth Society's recently published 'Ministers Reference Book for the Commonwealth in 2017':

"International support for education from OECD countries, i.e. the total combined aid provided by nation state donors and by international institutions, amounts to less than US\$10 per child across the low and middle-income countries of the Commonwealth. This is barely enough to pay for a school text book, far less a school education."

(This reference was pointed out and quoted by one of the eDiscussion contributors.)

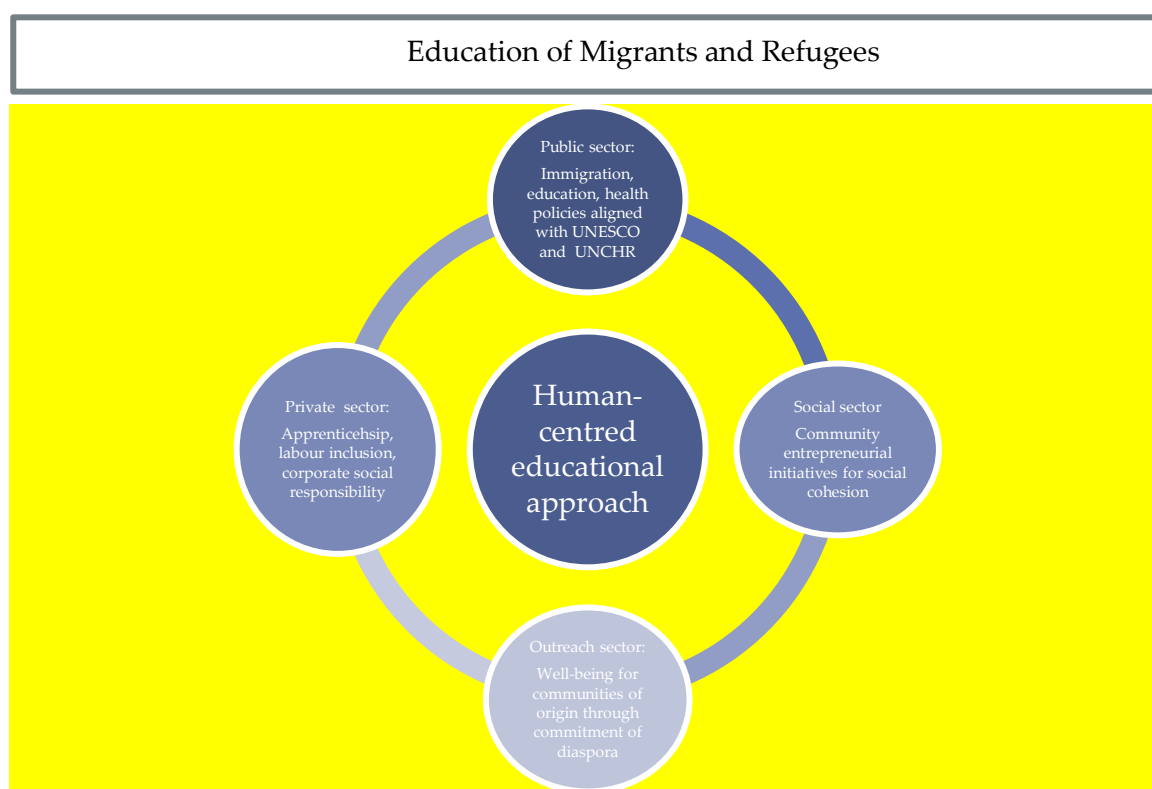


Diagram created by Catalina Quiroz Niño, Initiatives of Change - July 2017

Reflections for moving forward

- a. The formal, non-formal and informal education sectors are urged to work together and to offer their best available educational and pedagogical experience in meeting the

educational needs of migrants and refugees, as well as enhancing their capabilities, starting within their community or country of birth.

- b. The development of reliable and pertinent goals and performance indicators that emphasize equity and equality: regarding number of children (girls and boys), number of youth people and adults, female or males enrolled in primary, secondary and higher education as well as within other educational paths, such as early childhood care and education, technical and vocational, education and training and skills development within formal and non-formal learning. This should inform educational policy that is to be adapted to implement, to accomplish and comply with UN charts and conventions signed up by the host country.
- c. The need of subsidies for SMEs that are interested in accepting apprentices to train and up-skill young migrants and refugees. Also advanced learner loans available for adults might provide them with access to specific training needed in order to become employable.
- d. National governments should coordinate plans for urgent investment in public goods, such as education for all.
- e. There are key emerging challenges that need to be tackled by education. This means fostering deep motivation, responsible attitudes and an ethical stance from the diaspora community and wider society:
 - Religious and cultural marginalization and discrimination.
 - Violations of human rights and the rule of law.
 - Prolonged and unresolved internal and external conflicts.
 - Collective victimization and disengagement from democratic life.
 - Misuse of religious teachings and political ideologies to mobilize people.
 - Exaggeration of ethnic, cultural and gender differences.
 - Deficit of ethical leadership.
 - Misuse of media and social media to increase discrimination and radicalization.

(Based and adapted from United Nation's Plan to Action to Prevent Violent Extremism, 2016).

Commonwealth & other Case Studies

- ['Migrants and Refugees as Re-Builders'](#). This a three-year Erasmus+ project to improve the training of migrants and refugees through adult education.
- [UNHCR emergencies](#).
- [CapPlus case studies](#).

Related Resources

References and resources

- [Initiatives of Change](#).
- [UN Special Rapporteur on the right to education](#).
- [Right to Education. Education is not a privilege. It is a human right](#).
- [European Commission policy resources](#).
- [United Nations High Commissioner for Refugees \(UNHCR\)](#).
- [UNHCR Global Trends, Forced Displacement in 2015](#).
- [UNHCR Statistics](#).
- [The World Migration Report 2015](#): Migrants and Cities, New Partnerships to Manage Mobility.
- [International Migration Report 2015](#).
- [The Migration Policy Institute](#) latest journal: [Weathering Crisis, Forging Ahead: Swedish Asylum and Integration Policy](#).
- [UNHCR-NGO Toolkit for Practical Cooperation on Resettlement](#): A Repository for Exchanging Ideas on Resettlement Partnerships.
- [UNHCR Operational Portal](#): Refugee Situations
- [UNHCR Global Trends Report](#) on Forced Displacement
- Chatham House and ODI's [Forum on Refugee and Migration Policy initiative](#). [Overseas Development Institute \(ODI\)](#) is an independent think tank on international development and humanitarian issues.
- [European Commission Repository of promising practices](#)
- [The Integration Hub](#) Policy Exchange
- The Institute of Cultural Affairs (ICA), a global community of non-profit organisations advancing human development worldwide: [Experiences and Case Studies](#)
- [Learning from Experience, Leading to Engagement for a Europe of Religion and Belief Diversity](#)
- [Refugees International - Reports](#)

Resources provided by participants

- *Jenny Wise, United Kingdom*:
 - [Guide to Finding Lesson Plans](#)
 - [K-12 Student Financial Literacy Lesson Plans](#)
 - [University of Minnesota Center for Transportation Studies: K-12 Lesson Plans](#)
 - [Engineering the Future: The Educator's Guide to Building and Construction](#)
 - [New England Primate Conservancy: K-12 Lesson Plans](#)
 - [The Educator's Guide to Real Estate Lesson Plans](#)
 - [Storytelling in the Classroom as a Teaching Strategy](#)
 - [The Educator's Guide To Addiction Prevention: The Most Effective Strategies and Resources To Implement in The Classroom](#)
 - [Strategies for Fostering Inclusion in the Classroom](#)

- *James Keevy, South Africa:*
 - [JET Education Services](#) is currently work with UNESCO on a study that is exploring [the use of digital credentials](#) - please complete the questionnaire.
- *Christopher Beukes, South Africa*
 - [The Employabilitree Framework](#)
- *Catalina Quiroz Niño, Peru*
 - ['Migrants and Refugees as Re-Builders'](#). This a three-year Erasmus+ project to improve the training of migrants and refugees through adult education.
 - Curriculum for adults [Diagram 1](#) | [Diagram 2](#).
 - [Electronic Platform for Adult Learning in Europe](#) (EPALE). [Migrants education](#)
- *Peter Hinton, United Kingdom*
 - [Research by CapPlus](#).
 - CapPlus report, [Banking on Education, 2017](#).
- *George Lueddeke, United Kingdom*
 - [New York Declaration for Refugees and Migrants](#).
 - [One Health Education to Advance the UN-2030 Sustainable Development Goals](#).
 - [UN-2030 Sustainable Development Goals \(SDGs\)](#) .
 - [Preparing Society to create the world we need through one health education: an education project proposal](#).
 - [Book on global population health and well-being in the 21st century](#).
 - [Living Blue Planet Report 2015](#).
 - [World Veterinary Association and the World Medical Association](#).
 - [European Medical, Dental and Veterinarian organisations and student associations](#).
 - [InterAction Council](#).
 - [One Health Commission](#).
 - [One Health Initiative](#).
 - [International Schools Association](#).
- *Kat Thorne, United Kingdom*
 - [professional development of teachers across the Commonwealth](#).
- *Amina Osman, The Commonwealth*
 - [Curriculum Framework for the SDGs](#).
- *Martha Hewison, United Nations High Commissioner for Refugees*
 - [UNHCR website](#).
 - [UNHCR policy documents](#).
 - [UNHCR reports](#).
 - [The Graduation Approach](#)
- *Mike Calvert, United Kingdom*
 - [Model for the transformation of higher education in Africa](#).
- *Muna Ismail, United Kingdom*
 - [Where Camels are part of the Answer](#)
 - [The Drought: Context, Vulnerability, and Solutions](#)

- **Dame Louise Casey CB, United Kingdom**
 - [The Casey Review: a review into opportunity and integration.](#)

Included News Items

- [Blockchain Records for Refugees](#): The world needs systems of record that can withstand war, economic collapse, and climate catastrophes—before they happen.
- [Scaling Solutions Across Higher Education Toolkit](#). With step-by-step implementation support, the Toolkit empowers campus leaders to convene “Scaling Solutions” workshops that address threats to learner equity and access. [Download PDF](#).
- [Uganda’s example of humanity](#) deserves the world’s support. Compassion and generosity have made Uganda a beacon of hope for refugees.
- [UNICEF Annual Report 2016](#). This report details the results achieved by UNICEF for and with children worldwide in 2016.
- [OECD calls on countries to step up integration efforts for migrants and refugees](#)
- The [African Digital Library](#) is a free online resource for lifelong learners living in African countries. [Apply online](#).
- The [Commonwealth Education Guide](#) is an online catalogue that lists qualifications and courses on offer in Commonwealth countries.
- The listing of [Educational Technology and Education Conferences](#) has been updated on the Education Hub.
- The Steering Committee of the [20th Conference of Commonwealth Education Ministers \(20CCEM\)](#) to be held in Fiji from 19 to 23 February 2018, has confirmed the theme to be: **Sustainability and Resilience: Can Education Deliver?**

Discussion Question

eDiscussion: Education for Migrants and Refugees

According to the [UNHCR](#), since 2015, an unprecedented 65.3 million people around the world have been forced from home. Among them are nearly 21.3 million refugees, over half of whom are under the age of 18. There are also 10 million stateless people who have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement. Nearly 34,000 people are forcibly displaced every day as a result of conflict or persecution.

Refugees are often at a disadvantage when it comes to provision of education specifically addressing their needs to develop skills and the validation of existing qualifications or partly-completed studies. Adult educators' play a crucial role in enabling migrants and refugees to settle into new countries and environments. Intercultural and context-based curricula are needed to be part of the solution, through meaningful inclusion and an engagement process of migrants and refugees into their new communities. Education institutions and organisations, within the formal and non-formal sectors, have a key role in the provision of education to migrants and refugees.

While efforts have been made in making education accessible to migrants and refugees worldwide, much more is needed for the education and training of adult educators who are responsible for teaching migrants and refugees. Migrants and refugees need to be engaged and included within their new communities. The gaps in provision need to be discussed, reviewed and understood.

Questions

1. **What kind of educational approach and policies** (including languages) are needed to embed the sustainable development goals and a human rights approach into the curriculum of adult educators working with migrants and refugees?
2. **How can migrant and refugee rights be better supported** with teaching and learning materials and resources? How can the needs of migrants and refugees be better supported in terms of better understanding their human rights under international law?
3. **What mechanisms exist for the provision of education?** Do governments provide the necessary education systems and is there a role for private sector? What are the best ways for educational practitioners to engage with migrants and refugees to develop a transformational relationship with their communities of adoption and origin/birth?

Moderators

In addition to the Education Hub facilitator, Mr Peter Riddell of [Initiatives of Change](#) moderated this eDiscussion. Peter Riddell is a UK National Coordinator of Initiatives of Change UK, and Convenor of its Agenda for Reconciliation programme. In his latter capacity, he has overseen the development of a programme of training for refugees since 2005. It started with a request from leaders of the Somali diaspora community for training in Dialogue Facilitation. In the intervening years, over 20 of those who received the training have since returned to Somalia and played significant roles in government, parliament, the civil service and NGOs. In the last three years, the training curriculum has been renamed '[Refugees as Re-Builders](#)' and broadened to include themes such as 'Ethical Governance' and 'Sustainable Livelihood'. It is being offered to refugees of all nationalities who intend to participate in the rebuilding of their countries of origin/birth.

Full Responses

Responses received from:

1. *Catherine C. Cole, United Kingdom*
2. *Vis Naidoo, Canada*
3. *Judith Fisher, United Kingdom*
4. *Mike Calvert, United Kingdom*
5. *Jenny Wise, United Kingdom*
6. *Catalina Quiroz Niño, Peru (2 contributions)*
7. *James Keevy, South Africa*
8. *Eta Varani-Norton, Australia*
9. *Christopher Beukes, South Africa*
10. *Peter Hinton, United Kingdom (2 contributions)*
11. *George Lueddeke, United Kingdom*
12. *Balasubramanyam Chandramohan, United Kingdom*
13. *Katie Simpson, United Kingdom*
14. *Kat Thorne, United Kingdom*
15. *Nnenna Eluwa, Nigeria*
16. *Amina Osman, The Commonwealth*
17. *Martha Hewison, United Nations High Commissioner for Refugees*
18. *Noemi Mena, Spain*
19. *Margaret Meredith and Catalina Quiroz, United Kingdom*
20. *Emel Topcu, Turkey*
21. *Isabel Teruel, Spain*
22. *Muna Ismail, United Kingdom*
23. *Åke Larsson and Rishabh Khanna, Sweden*
24. *Lajeel Moalim Abdirahman, Somalia*
25. *Dame Louise Casey CB, United Kingdom*

Participant responses:

Moderators Note

Our thanks to Catherine Cole for her contribution to this eDiscussion. It is important to provide a wide range of options for refugees and migrants as they adapt to new circumstances.

A new article highlights how relatively new technologies such as Blockchain may be another help in maintaining the important records of each person as they move from one country to another: "[Blockchain Records for Refugees](#): The world needs systems of record that can withstand war, economic collapse, and climate catastrophes—before they happen." Is there an international agency taking the lead on this?

Can anyone point to a database of national policies on how governments are approaching the challenges of receiving and educating large numbers of refugees?

Catherine C. Cole, United Kingdom

1. The Commonwealth Association of Museums (CAM) offers a Distance Learning Program in Basic Museum Studies that includes seven modules: Introduction to Museum Studies; Organization and Management; Collections; Conservation; Exhibitions; Education & Programming;

and Museums in Society. The program may be completed at the student's own pace over the course of a year. For more information go to the [CAM website](#).

2. The [Commonwealth Association of Museums](#) (CAM) is participating in an international project called Migration: Cities I (Im)migration and Arrival Cities that is exploring the relationship between migrants and museums. Museums are important sites of informal learning/continuing education as well as resources for formal educational institutions. Many museums are developing programs to engage migrants. We're compiling information about these programs, case studies, best practices, etc., that will be posted to a project website. Our next workshop related to this project is in Mexico City on October 28, 2017. CAM is collaborating with ICOM CAMOC (the International Committee for the Collections and Activities of Museums of Cities and ICOM ICR (the International Committee for Regional Museums).

Moderators Note

Our thanks to Vis Naidoo, Judith Fisher and Mike Calvert for their contributions to this eDiscussion. We understand that mobile learning (mLearning) via devices such as smart phones, tablet computers and lightweight laptops may be a viable way to deliver teaching and learning to displaced people. Both new learning content and languages may be mastered while the learner or student is able to access the content at times more suitable to their circumstances. Agencies that support learners may focus on specific profiles such as girls or young women.

The non-governmental sector appears to be active in supporting refugees and migrants and more examples are very welcome to this eDiscussion. Are there examples of responses orchestrated by governments? The examples provided will be included in the summary report.

Vis Naidoo, Canada

This important global challenge that we face. The second and third questions you raise are critical for refugees. At [Cell-Ed](#), we focus on using mobile phones (entry level, feature and smartphones), voice and two-way sms/text and courses designed to be learner-first based on actual needs, to address the challenges of adult and youth literacy, entry level work skills and other essential skills. Given that many refugees have a mobile device and if there is a cellular coverage, then mLearning is possible.

This illustrates the value of technology to address the education challenges of refugees. Apart from playing an important role in crisis management, technology can also play an important role in sharing information, provide lessons to ensure refugees can learn the language of the country they are in, can learn skills required to enable employment and to understand the community and environment of their new country.

The ubiquitous nature of mobile phones offers an innovative model to educate refugee learners and this is available 24/7, thus overcoming the barrier of not being able to attend classes or register at institutions, lack the language skills of the new host country and not have access to the Internet for other forms of eLearning.

Please see the [link to research on using mlearning](#) to support literacy and citizenship education. [Adult Learner Success](#) - read stories of how adult education changed lives.

Judith Fisher, United Kingdom

I wish to comment on this question: "Do governments provide the necessary education systems and is there a role for private sector?"

The CGEF is a registered charity which is 50 years old this year. For 50 years the CGEF has been sponsoring bright girls in low economy countries to complete their secondary education where, were it not for the financial support we provide, these girls would not be in school. The CGEF is directly descended out of the suffragette movement of the 1920s.

The CGEF sponsors **girls only**. Women and girls are the most deprived of an education and they bear the brunt of wars, conflicts, climate change and poverty: all of which cause human migration.

We sponsor **capable girls only** because of our heritage, our limited resources (we fundraise every penny), our mission to know each of our girls individually as they progress through their schooling and our expectation that these girls will be the game changers in their own Commonwealth countries' society.

We sponsor and monitor each girl all the way through secondary school until they achieve their school certificate: i.e. school fees or books or transport or uniforms or food or hygiene products or all of these things. Our individual grants in 2016-17 financial year ranged from GB£68 per girl in rural Pakistan to GB£500 (max grant) in some African countries.

If I may quote Gordon Brown in the Royal Commonwealth Society's recently published 'Ministers Reference Book for the Commonwealth in 2017':

"International support for education from OECD countries, i.e. the total combined aid provided by nation state donors and by international institutions, amounts to less than US\$10 per child across the low and middle income countries of the Commonwealth. This is barely enough to pay for a school text book, far less a school education"

Gordon Brown has already answered your question: Do governments provide the necessary education systems and is there a role for private sector?

The answer is, emphatically "**No they don't!**"

The CGEF Trustees who are all volunteers supported by one FT Administrative secretary, work very hard with a deep passion to raise money to pay for individual Commonwealth girls to go to school so that they can rise up above their own challenging circumstances (whether these be disease, physical mutilation, rape, environmental disaster, hunger, orphaned, cultural opposition, forces for early marriage etc) to go on to help others in society.

The CGEF's strapline has endured for 50 years:

"Educate a Girl, Empower a Woman, Inspire a Community, Change Lives".

The [Commonwealth Girls' Education Fund](#) (CGEF) will keep on marching on until every child in the Commonwealth is able to complete their education!

Moderators Note

We appreciate the comments made so far, highlighting initiatives already being taken. Two of them feature the creative use of new technologies to assist refugees and migrants with language and other skills. Perhaps the use of new technologies could be further developed in this eDiscussion?

Mike Calvert, United Kingdom

Having read the inspirational work that your organisation is doing for refugees, I am prompted to make my own small contribution which may or may not be appropriate in some of your contexts. For a number of years, I was involved in tandem language learning at HE level on Lingua projects involving a number of European countries led by Ruhr-Universität Bochum.

In essence, tandem language learning offers economical, flexible and effective means of improving linguistic competence as well as inter-cultural understanding (not to mention metacognition in terms of one's ability to reflect on one's learning and maximise the learning opportunities). In brief, it involves speakers of different languages, learning from each other. There are two fundamental principles which must be adhered to: reciprocity and the individual's responsibility for learning. Reciprocity means that both learners derive benefit, are committed to learning taking place and understand the process of learning and empathise with the other. The responsibility lies with the learner (not as usually happens the 'teacher'). The learner has to identify his or her own needs and communicate them to their partner.

Tandem language learning can be synchronous or asynchronous, face-to-face or at a distance, high tech or low tech. It can be organised into classes bringing together speakers of two (or more) languages or individuals. It can be supported by prompt materials and rotation of pairs or simply based on two individuals identifying their needs and helping each other. It works best when there is a degree of symmetry between the levels of both and is not really well equipped for beginners. It can obviously run in parallel with formal language teaching. It is highly desirable to give training to the partners and mentoring opportunities so that they can get the best out of the learning and not fall into some of the typical traps (e.g. the stronger learner or personality dominating; a restricted diet of practice; failure to take advantage of current affairs or news sources or other readily available stimulating materials).

Like many ideas, it is simple in theory but, like language learning itself, complex in practice but I do believe that it might be a tool alongside other teaching and learning approaches. I hope this is helpful. There are a number of websites, some commercial and others educational that feature tandem. It is interesting to note that this [idea from Bochum](#) already has quite a few applicants that might well have come as refugees.

Jenny Wise, United Kingdom

As a home-based teacher, the role of Jenny Wise as an educator never stops - even if students in some areas are on summer break! She's always on the lookout for great new ideas on engaging her students. She has come across a lot of really exciting lesson plans and strategies lately, so she passed a few onto The Commonwealth Education Hub's eDiscussion.

Below are the resources:

- [Guide to Finding Lesson Plans](#)
- [K-12 Student Financial Literacy Lesson Plans](#)
- [University of Minnesota Center for Transportation Studies: K-12 Lesson Plans](#)
- [Engineering the Future: The Educator's Guide to Building and Construction](#)
- [New England Primate Conservancy: K-12 Lesson Plans](#)
- [The Educator's Guide to Real Estate Lesson Plans](#)
- [Storytelling in the Classroom as a Teaching Strategy](#)
- [The Educator's Guide To Addiction Prevention: The Most Effective Strategies and Resources To Implement in The Classroom](#)
- [Strategies for Fostering Inclusion in the Classroom](#)

Catalina Quiroz Niño, Peru

Our input deals with question No. 1

Erasmus+ has enabled a multidisciplinary team from Spain, Sweden and Turkey, together with the UK as leaders to work on a three-year project (2016 - 2019) to co-design educational resources to be used by adult educators working with migrants and refugees towards an effective engagement within their communities of adoption and origin/birth. Partners, practitioners and migrants and refugees agreed on the key questions these educational resources should be based on and address. These were the questions we agreed upon:

- How could a people-centred teaching model curriculum transform the lives and communities of migrants and refugees?
- How could the training of adult educators of migrants and refugees be effective in enabling their inclusion and engagement in their countries of adoption?
- How could migrants and refugees become responsive and develop a transformational relationship with their countries of origin/birth?

As cross-sector educational and training organizations:

- What educational approaches should cross-sectorial education and training organizations bring to the migration phenomenon?
- How can informal education become a powerful space and means towards the inclusion and engagement of migrants and refugees?
- How can we transform the informal spaces where we live together into teaching and learning environments to build on the capabilities and experiences of migrants and refugees?

These questions elicited the comparison of different educational, psychological, and sociological approaches which could meet the ethos and criteria set in the questions above.

As such the following chart was developed:

Adult educators have opted for a people-centred educational ethos and approach which comprises:

- Human development needs towards a holistic view of human fulfilment, based on Manfred Max-Neef's Human Scale Development (1991).
- Human development capabilities to bring social change in host communities and countries of origin/birth, based on Amartya Sen's Development as Freedom (1999) and Martha Nussbaum's Creating Capabilities: The Human Development Approach (2011).
- Cognitive, affective and psychomotor taxonomies as effective teaching and engagement processes, based mainly on Krathwohl's Affective dimension of the Learning Taxonomy (1964).
- Sustainable development goals, based on United Nations "The future we want" report (2015).

Within these approaches the idea of community as a natural teaching and learning space is valued for achieving a meaningful engagement among migrants, refugees and members of the adoptive community.

Moderators Note

Our thanks to James Keevy and Eta Varani-Norton for their contributions. The use of digitisation in ensuring that credentials are authentic and cannot be 'lost', even when a person is displaced, is important in helping people to once again take up their careers after moving. The loss of years of studies because one institution does not recognise the courses or qualifications of another institution can cost individual many years and funds they do not have in re-doing qualifications. People are displaced for many reasons, one highlighted in this email is the impact of climate change. There are impacts on both the newly arrived people and those who may have lived in an area for many generations. What responses can governments use to ease the changes for everyone?

James Keevy, South Africa

Recognition of the credentials of migrants

[JET Education Services](#) is currently work with UNESCO on a study that is exploring [the use of digital credentials](#). The study will contribute to a new narrative of reforming qualifications systems and recognizing skills and qualifications within and across countries. This study also has important implications for migrants that often end up in a receiving country without documentary evidence of their credentials. Interviews are currently underway and will be followed by a literature review and an engagement with the UNESCO working group on world reference levels later in 2017. Individuals that are interested in contributing to the research [can click here](#) to submit their inputs. James Keevy, the lead researcher, [can also be contacted](#).

Eta Varani-Norton, Australia

I would like to tackle questions 1, 2 and 3 but not necessarily in that order. This contribution is focused specifically on the Pacific particularly Fiji. The Pacific generally has not experienced the kind of refugee and migrant flow the First World countries are experiencing right now, although there are situations of sorts that have occurred in some PICs (Pacific Island countries). Fiji may be getting 'climate change refugees' but that's probably in the not too far distance. So this discussion is anticipating what education can do to the training of adult educators who will be responsible for teaching migrants and refugees or locals, who will interact with the new settlers if they do end up in the Pacific Islands.

The theme: Sustainability and resilience: can education deliver? is an apt one. I believe Pac Islanders are resilient people but the question is, can education do more in terms of sustainability. The education system in Fiji is currently doing its best to adjust to the global changes and the requirements that come with it, that is qualitative changes incorporated into the education system. While many developed countries on the receiving end of migrants and refugees have had more than twenty years of qualitative experience in their education system, in Fiji it has hardly begun. There is rhetoric but little else. And that's the gap.

In 2015 and 2016, education policies changed from qualitative to quantitative practices in the classrooms. It seems to me that whatever qualitative policies there were as a guide to curriculum practices prior to 2014 are now side-lined. So first up, that is something that the Fiji government needs to address. It has to first ground the local communities by incorporating into the curriculum how to sustain their own culture but also prepare them to adjust and adapt to global changes and demands, since they make up the majority of Fiji's population. More importantly, the gap between social relations between indigenous Fijians and non-indigenous Fijians has to be addressed as part of citizenship education, and this gap and its program can also be used as a springboard to issues such as would-be refugees and migrants. The current emphasis on

quantitative teaching has no room for flexibility in terms of dialogue, the teacher/trainer as a facilitator to create an atmosphere of 'camaraderie' amongst participants.

Having said that, the Commonwealth of Learning (COL) can still achieve its objective on informal education programmes by involving NGOs and other private sectors on teaching adults or training them to become facilitators. Education or aspects such as pedagogy is not always properly understood when they come as disparate information so I have tried to put them together in the form of masi (tapa) designs to help participants (learners) understand the process of learning and the procedures involved to better understand the issue, or what is at stake particularly in a situation where learners are faced with challenges such as new dilemmas and the need to make compromises. This 'tool' can be quite helpful to those who are not so literate. I realise that this particular tool is probably useful only for Pacific people but I let you be the judge. The article, "Retaining and adapting traditions in a globalised culture: iTaukei masi metaphors as an epistemological and pedagogical framework will be in the "International Education Journal: Comparative Perspective" coming out next month, July, 2017.

Moderators Note

Our thanks to Christopher Beukes, Catalina Niño and Peter Hinton for these informative contributions. We are noting the availability of programmes that have the potential to better engage refugees and migrants in the new societies into which they may move. Finding employment, or 'decent work' is critical to people regaining their self-esteem and becoming productive in their new environment. The role of private sector may be an important additional factor in filling the 'gaps' that are not achieved through government provision.

Christopher Beukes, South Africa

There are many field specific courses that an individual can and should do in line with their competencies. It is also imperative to focus on the fundamentals such as general employability and career management skills. While there are many frameworks relating to the concept of employability, many are limited and do not have the inherent simplicity for self-development. However, there is a framework that provides a comprehensive perspective on individual employability skills. This may be the most comprehensive individual employability skill framework to date called the [Employabilitree Framework](#) which can be accessed via the Internet.

Catalina Quiroz Niño, Peru

A people-centred curriculum for adult educators working with migrants and refugees, and [Initiatives of Change](#) and Erasmus+ Strategic Partnership.

The Central Human Capabilities: Amartya Sen's Development as Freedom (1999): Martha Nussbaum's Creating Capabilities: The Human Development Approach (2011) applied to a curriculum design (the [programme coordinators](#) may be contacted). [Twitter](#) | [Facebook](#)
The life-oriented teaching topics we are sharing through this eDiscussion aim to expand the interpersonal skills of adult educators, as well as to enhance the relational capacity of migrants and refugees within their communities of adoption and origin/birth. It also pays attention to the opportunities that are strongly influenced by social circumstances. The crucial role of educational-social opportunities is to expand the realm of human agency and freedom for migrants and refugees, both as an end in itself and as a means of further personal and collective growth, and maturity to enjoy greater freedom.

This 'capability approach' of the curriculum is focused on training adult educators to empower and enable migrants and refugees to regain control over areas of central importance to their own life, family and community, in both their countries of adoption and of origin/birth. As Nussbaum

asserts, generating capabilities requires resources and institutional support. These, in turn, need constant and consistent inquiry and advocacy work by both adult educators and the migrants and refugees themselves, in the public, political, civic, economic and social spheres. The following Central Human Capabilities list is relevant for the kind of training modules selected for this curriculum, as our main aim is to transform lives through teaching. The capacity for:

- Life
- Bodily health
- Bodily integrity
- Senses, imagination and thought
- Emotions
- Critical and constructive thinking
- Practical reasoning
- Affiliation
- Relationships
- Leisure

Control over one's environment, e.g.

1. Political: being able to effectively participate in political choices that govern one's life; and
2. Material: being able to hold property rights on an equal basis with others.

Source: Adapted from Martha C. Nussbaum (2011) *Creating Capabilities. The Human Development Approach*.

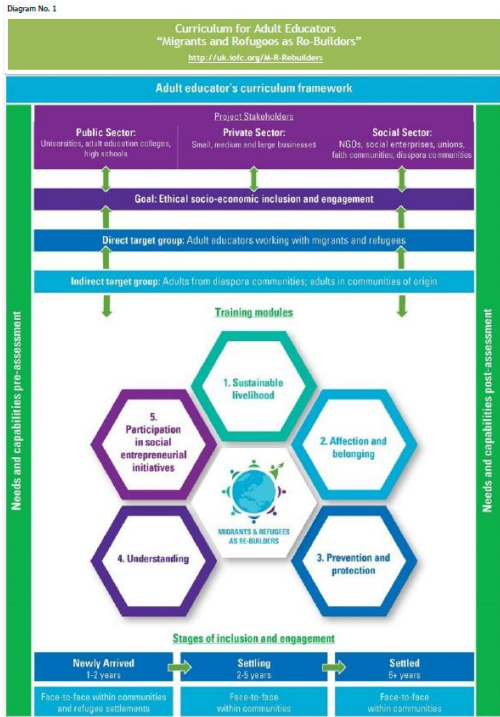
From this approach among others, we stated in our last contribution, Initiatives of Change partnership, co-funded by the Erasmus+ programme of the European Union, designed an educational framework and selected 5 life-oriented teaching topics especially enhance the teaching experience of adult educators and the living experience of migrants and refugees as re-builders.

Over 250 needs and capabilities were identified to design the curriculum for Adult Educators working with migrants and refugees at this first stage of the project.

[The curriculum](#) is arranged according to three phases:

1. Newly-arrived (0-2 years): Those who have arrived at a camp and/or community, under different statuses.
2. Settling (2-5 years): Those who are in the process of settling in a location with the intention of staying.
3. Settled (5+ years): Those who consider themselves settled in a specific community, have developed strong links and relationships, and are ready to support others as well as members of their country of origin/birth.

The time-scales for the different phases is not rigid, however it is necessary to differentiate them in order to establish the different teaching goals and learning outcomes for each phase. Each context-driven level has five life-oriented teaching topics, expressed in the diagram below.



Peter Hinton, United Kingdom

Education provision to refugees and migrants by low cost schools

Refugees and migrants often live in the non-formal communities near urban centres such as Kabira near Nairobi, Kenya. Typically, most African governments face financial constraints in providing education to these communities. Over the last two decades, low cost non-state schools have increased in large numbers to meet the demand from parents, particularly in low income communities.

Recent research by [CapPlus](#) indicates that more than half of primary age and pre-school children in such urban communities are being educated by low-cost schools and this will include children of refugees and migrants.

Such schools operate as small and medium sized enterprises (SMEs), employ young teachers from the community and are run by women. However, such schools say they face barriers in accessing finance in order to invest in the learning environment and increase scale (CapPlus report, [Banking on Education, 2017](#)). In 5 African cities an unmet demand for finance of US\$1.5 billion was found.

Moderators Note

Our thanks to Peter Hinton and George Lueddeke for their informative contributions. We have received numerous contributions on actions that are being taken across the world. Are there examples of educational approach and policies that support refugees and migrants?

Peter Hinton, United Kingdom

Comments on question 3 below:

Refugees and migrants often live in the non-formal communities near urban centres such as Kabira near Nairobi, Kenya. Typically, most African governments face financial constraints in

providing education to these communities. Over the last two decades, low cost non-state schools have increased in large numbers to meet the demand from parents, particularly in low income communities.

Recent research by [CapPlus](#) indicates that more than half of primary age and pre-school children in such urban communities are being educated by low-cost schools and this will include children of refugees and migrants.

Such schools operate as small and medium sized enterprises (SMEs), employ young teachers from the community and are run by women. However, such schools say they face barriers in accessing finance in order to invest in the learning environment and increase scale (CapPlus report, Banking on Education 2017). In 5 African cities an unmet demand for finance of \$1.5b was found.

Conventional Financial Institutions (FIs) can play a role in meeting this demand but historically have not known about the prevalence of such education providers or of their financial needs. Financial products suitable to the cash flows of such schools are needed plus training of FI staff to build relationships with non-formal SME customers. CapPlus works with FIs to address these needs.

In addition, mechanisms are needed to enable migrant and refugee households who cannot afford the low fees charged by such schools. This could take the form of school fee vouchers or mobile-money enabled payment mechanisms.

Such schools typically charge less than \$10 per month but need to access longer term, affordable finance to keep fees low. There is also a need to link finance to measurement of education quality in such schools. Blended finance from the private sector including philanthropy, impact investing, government, development finance institutions and aid agencies could contribute to addressing the increased supply of quality education to migrant and refugee children living in non-formal communities in affected countries.

A well-educated child is more likely to integrate well in their country of adoption and have better choices in life- whether they remain or return to their country of origin.

George Lueddeke, United Kingdom

Summary

Highlighting challenges related to managing large movements of refugees and migrants outlined in the [New York Declaration for Refugees and Migrants](#), this article focuses on the need to face possibly the greatest social problem in this century: to change the way we relate to the planet and to each other. Responding to the Education Hub discussion questions, ‘What kind of educational approach and policies are needed?’ and ‘How can migrant and refugee rights be better supported?’, the paper argues, first, that ‘Education must be transformative and bring shared values to (all) life....transforming the way people think and act.’ Secondly, it outlines the rationales and aims of an education project proposal, ‘[One Health Education to Advance the UN-2030 Sustainable Development Goals](#),’ taking a holistic, cross-sector approach for building

capacity for social cohesion and future workforce needs to deliver the [UN-2030 Sustainable Development Goals \(SDGs\)](#).

The New York Declaration for Refugees and Migrants

Further to the seventy-first session of the United Nations General Assembly in New York, on 19 September 2016, the 193 UNGA Member States agreed a set of commitments - a 90-paragraph Declaration for Refugees and Migrants. Two basic tenets of this agreement are to:

- protect the safety, dignity and human rights and fundamental freedoms of all migrants, regardless of their migratory status, and at all times; and
- integrate migrants - addressing their needs and capacities as well as those of receiving communities - in humanitarian and development assistance frameworks and planning.

The Declaration was an historical response to the plight of the growing number migrants and refugees 'with desperately needed assistance.' In 2015 alone there were '244 million migrants in addition to about 65 million forcibly displaced persons, including more than 21 million refugees, 3 million asylum seekers and over 40 million internally displaced persons.'

During the day's summit, Heads of State and Government chaired round tables covering issues relating root causes of large movements of refugees, drivers of migration, contributions of migrants, international action, and realising the 2030 Agenda for Sustainable Development, especially recognising the human rights of migrants, and addressing vulnerabilities 'from their countries of origin to their countries of arrival.'

Space does not permit identifying the names of individuals and elaborating on the many timely and constructive comments made by the attendees at the meetings. However, in terms of global challenges there seemed to consensus around three key recurring themes: the need to (1) protect the dignity and human rights of all refugees and migrants; (2) address the root causes of migration (e.g., poverty, war, extremism, climate change) primarily through the UN-2030 Sustainable Development Goals; and (3) increase support for the hardest-hit countries, especially enhancing the protection of children (c 50 million!) and women.

At political levels there was a call for the Security Council to 'act with more unison, more urgency and more concern for ordinary people.' Interventions reinforced by many countries included:

- working toward sustainable peace (e.g. ending 'imperial ambitions' and 'military hegemony') and economic growth;
- 'learning to manage cultural, ethnic and religious diversity';
- 'strengthening impetus on humanitarian efforts while tackling root causes';
- combatting xenophobia, racism, human trafficking, migrant smuggling, and targeting of minors and refugees by extremist groups and criminal networks;
- valuing migration as 'a positive choice vs a necessity' and as a means 'for the enrichment of culture and civilisation.'

Solutions based on peace - mutual trust and respect and preventive diplomacy - and long term development programs to ensure sustainable incomes and livelihoods are clearly the way forward for most nations as are 'creating work and education opportunities for adults and youth in refugee camps to prevent 'radicalisation through idleness.'

[Preparing Society to create the world we need through one health education: an education project proposal](#)

The more than 200 representatives contributing to the summit discussions are to be commended for their forthright observations and political will in ‘mapping a route towards a collective, rights-based response to record displacement numbers around the world.’ And, as many attendees affirmed, education remains the best (only?) option to secure a safer and more prosperous future for all. However, education in this decade and beyond must extend beyond producing individuals ‘who can read, write and count.’ Faced with unprecedented issues, as argued in my [current book on global population health and well-being in the 21st century](#), education must also address the greatest social problem in this century: to change the way we relate to the planet and to each other! It must, therefore, also deal with a driver of migration perhaps not made explicit enough in the discussions relating to the New York Declaration - the state of the planet’s biodiversity - recorded, as one example, in the [Living Blue Planet Report 2015](#):

in less than two human generations, population sizes of vertebrate species have dropped by half. These are the living forms that constitute the fabric of the ecosystems which sustain life on earth and the barometer of what we are doing to our planet, our only home.

As the SDGs make clear and confirmed by spiritual and thought leaders in recent months -Pope Francis, Sir David Attenborough and Professor Stephen Hawking, to name several, our planet is at risk and there is a pressing need to transform the current view of conceptualising ‘the world as a place made especially for humans and a place without limits’ to one that ensures our planet is ‘compatible with our needs as human beings but also an outer world that is compatible with the needs of our ecosystem.’ Professor Hawking’s recent estimate to turn things around on our planet from 1000 to 100 years (or less!) should come as a wake-up call! In addition, his compelling counsel that ‘more than at any time in our history’ our species needs to ‘work together’ and ‘to break down, not build up, barriers within and between nations’ could not be more timely and crucial and should make all of us -regardless of political persuasion - ‘stop and think’!

The overarching concept that provides a ‘unity around a common purpose’ is One Health that recognises that the ‘health and well-being’ of people and the planet is connected to the health and well-being of animals, plants and the environment. Most recently, the concept has been adopted by the [World Veterinary Association and the World Medical Association](#), [European Medical, Dental and Veterinarian organisations and student associations](#), and the global [InterAction Council](#), which brings together former heads of state or government to foster international cooperation and action in three priority areas: peace and security, world economic revitalisation and universal ethical standards. There can be little doubt that education holds the key to unlocking young and older minds and to making a fundamental global paradigm shift. To this end the [One Health Commission](#) in association with the [One Health Initiative](#) and project partners - the [Commonwealth Secretariat](#) alongside the [International Schools Association](#) - are proposing an education project focusing on Commonwealth nations and involving ministries of education/health/other and university-affiliated schools of education and funding the development of SDG-One Health policy briefs, teacher-led innovation curriculum projects, faculty seminars and workshops, digital resource hubs, exchanges/fellowships/scholarships, etc.).

Underpinning the education project proposal is the belief that ‘the best opportunity to achieve meaningful societal change and prepare future leaders to create a healthier world must be seized early on in children’s lives as they form fundamental views of their places on the planet and carry those views forward into adulthood.’ In terms of project design and logistics, Phase 1 pilot projects would involve 4 Commonwealth nations over a 3-year period, while Phase 2 (c. 12 months) extends the SDG/One Health integration process to 9 other nations and Phase 3

(c. 12 months) aims to help build SDG-One Health leadership capacity across the 52 Commonwealth nations.

Educational approaches that the SDG-One Health and ‘country-owned’ pilot projects intend to foster include the formation of basic values, principles and responsibilities with respect to “the community of life,” bolstered by interdisciplinary teamwork, creativity and group problem solving. Another anticipated outcome is the development of a global network of One Health education providers who are committed to supporting learners and teachers in their quest to realize a more sustainable world.

Informed by a ‘draft’ Commonwealth SDG Curriculum Framework, curriculum themes that might be integrated across early childhood to advanced education curricula’ recommended in SDG 4, ‘[Ensure inclusive and quality education for all and promote lifelong learning](#),’ include ‘human rights, gender, equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.’ Project developments would present opportunities to enhance the learning support of refugee children and youths where presently only 50% have the opportunity to attend primary school - many in crowded village or camp conditions; only 22 per cent of refugee adolescents attend secondary school and fewer than one per cent of refugees attend university.

In closing, it may be important to remind ourselves that many of these refugee students have come ‘from a life not dissimilar to ours- with jobs homes and families’ but that the wars and conflicts have ‘robbed them of the life they once knew and loved.’ What seems most astounding, however, and as mentioned in my [book](#), when Michelle Dockery -of TV’s Downton Abbey fame- visited a Syrian refugee camp a few years ago and children were asked by a teacher ‘what they wanted to be when they grew up,’ they responded ‘clearly and with pride’: A pharmacist, A doctor, A teacher, A farmer... The resilience of the human spirit is indeed humbling and indomitable and we can all learn from their optimism and courage.

For further information on the proposed SDG-One Health education project, please [contact the project leader](#) or visit his [linkedin page](#).

One Health Education Task Force

The One Health Commission in association with the One Health Initiative
One Health Global Think Tank for Sustainable Health & Well-Being - 2030
Background note: The article is based on reflections informing a presentation at a [Youth Leadership Encounter conference](#) sponsored by the [International Schools Association \(ISA\)](#) and hosted by St John’s International School (Sidmouth, UK) on 22 June 2017.

Balasubramanyam Chandramohan, United Kingdom

Response to Question 1: What kind of educational approach and policies (including languages) are needed to embed the sustainable development goals and a human rights approach into the curriculum of adult educators working with migrants and refugees?

Five points:

1. The conceptual framework of SDGs and Human Rights is built around the notion of indivisibility of problems/issues/solutions across the planet and embedding this framework in the curriculum needs a paradigm shift that cuts across binaries of the Global North and the Global South, and between ‘departure’ and ‘destination’ countries/regions.
2. The curriculum of adult educators must aim to provide bridges between the pre-existing knowledge and skills that the adult learner brings to the interaction in the class and the target knowledge and skills that he/she hopes to gain. The linguistic repertoire of the learner (and the educator) must be leveraged.

3. Given the uncertainties and marginality that migrants and refugees experience, the curriculum should provide several points of entry (recognition of prior and/or experiential learning) and exit (certificates or 'badges' of learning that make learning portable and lifelong) which would give something positive to bring in at the start and/or to take away when education is interrupted or discontinued.
4. A curriculum embedding blended learning (rather than traditional or fully online/digital) would provide a good balance between targeted education with a human touch and cost-saving/flexible access enabled by ICT/online education.
5. Curriculum should focus on building skills for the present (survival) and, equally, capacity for learning in the future (sustainability).

Katie Simpson, United Kingdom

Response to Question 1: What kind of educational approach and policies (including languages) are needed to embed the sustainable development goals and a human rights approach into the curriculum of adult educators working with migrants and refugees?

In terms of educational approaches, I think a blended approach would work best. I think face to face opportunities, coupled with the option of online courses is an effective model. Creating a virtual space via online forums is a way to ensure that those who have the technology can feel connected and develop communities of practice. Spaces for learning need to be appropriate, accessible and open at times that are family friendly. In terms of languages I have worked with Congolese refugees (Swahili speaking) and refugees from Iraq. Our education system in the UK is interrupted by regular and lengthy holidays (for example most Universities break from May to September) so regular input and support rather than following the established academic timetable would be more effective (if this could be resourced).

Response to Question 2: How can migrant and refugee rights be better supported with teaching and learning materials and resources? How can the needs of migrants and refugees be better supported in terms of better understanding their human rights under international law?

This needs to be embedded within courses, so considered as part of the course design. Consultation with migrant and refugee communities is essential. Teachers and course leaders need to be educated, familiar and confident about refugee rights and up to date in terms of laws and good practice. A handbook, course or resource that can be a point of reference for staff who are new to working with refugees, written in collaboration with refugees would be effective.

Response to Question 3: What mechanisms exist for the provision of education? Do governments provide the necessary education systems and is there a role for private sector? What are the best ways for educational practitioners to engage with migrants and refugees to develop a transformational relationship with their communities of adoption and origin?

I believe that the third sector, social enterprises and community interest companies could make a significant contribution to developing education systems that are tailored to the needs of refugees. I don't believe the UK Government is financing or providing what is needed in the current climate. Having worked as a refugee education and skills development officer for a Local Authority in the North of England, funding cuts and changing priorities meant that services were reduced and sometimes withdrawn. Refugees would arrive in the UK in June and then be faced with waiting until September to receive ESOL classes, effectively leaving them isolated in a country where they had limited language skills. Provision by local Colleges often clashed with school pick up and drop off times and again during the holidays learning was paused. If social enterprises could offer courses that fit with school hours, that continue to run during the school holidays and have an element of family learning this would help refugees to integrate, avoid the frustration they feel and move more swiftly on to education, employment, training or volunteering opportunities. My organisation www.brighsparkscic.org.uk offers short tasters such

as ‘Understanding the UK Education System’ to support refugees to understand the compulsory and post compulsory world of education. We also run courses on Managing Children’s Behaviour which is an employability based course for adults wanting to work with children and young people. Refugees are individuals and everyone has skills which are transferrable.

I feel a train the trainer model or resource handbook would written by refugees and others would empower them to develop their skills (and those of others) and also share their knowledge.

Kat Thorne, United Kingdom

The Commonwealth Education Trust is exploring ways of working with [professional development of teachers across the Commonwealth](#) both in a refugee context as well as in primary/secondary education. This is the project that we were involved in with InZone back in 2014.

Moderators Note

Our thanks to Nnenna Eluwa for a very helpful contribution arising from her personal experience and research.

One element which hasn’t come up in this correspondence is the question of mental trauma. Almost by definition, refugees are traumatised people. Traumatized by whatever caused them to flee, the experiences they had on their journey, and the experience of arriving in a totally foreign land, where everything is different and starting afresh right at the bottom of the heap, in a place that they had previously no wish to be.

I don’t think most people in ‘host’ countries understand the impact of trauma. But when you do begin to live into refugees’ experiences, you begin to observe the signs of it. Of course different personalities handle experiences differently. But it is particularly important for educators to be trained at least in observing the signs of trauma, and preferably also in ‘trauma healing’ techniques.

But above all, I believe such people need to be surrounded by love and compassion, which educators are in a good place to provide.

Nnenna Eluwa, Nigeria

Education for Resilience Self Reliance & Sustainable Development Rights - A Suggested Policy for Migrants and Refugees Education

For Question 1: **What kind of educational approach and policies** (including languages) are needed to embed the sustainable development goals and a human rights approach into the curriculum of adult educators working with migrants and refugees?

Education for Resilience, Self-Reliance and Sustainable Development Rights is my Suggested Policy for Migrants and Refugees Education. A life style behaviour that is tuned to resiliency, self-reliance and meeting the needs and rights of sustainable development. The table below shows the issues to be considered and the suggested actions to be taken for the different stages of education. The education policy should cut across the various stages of education to ensure that the migrants/ refugees and are helped to make the most of their situation. Attainment of sustainable development rights are more of a lifestyle issue. The refugee/migrant needs the support of the whole family and friends on the trip to make their lives a success. Resiliency and self-reliance as well as the attainment of sustainable development rights should be built into the total curriculum.

	STAGES OF EDUCATION	ISSUES CONSIDERED (educational Psychology, etc.)	SUGGESTED ACTION	REMARKS
LIFE COURSE	ECCE-Early Childhood Care and Education	Using play to develop a positive sub-conscious mind by insulating the child from negative experiences. Stimulus response strategy should be practiced at this stage	Forming good habits attitudes and values at this stage is critical for the child's subconscious mind. rewards for good behavior should be encouraged.	Parent education at this stage is important to reduce negative inputs into the child's subconscious mind.
	Primary Education	This is the concrete learning stage introducing the child to as many subjects and skills as possible- both curricular and co-curricular subjects	A busy curricular and co-curricular course is built for the children to emphasize self-reliance, resiliency and sustainable development	Regular meals included in the school time table helps development
	Secondary Education	In this abstract thinking stage, the skills of primary education stage of concrete reasoning are reinforced and upgraded. The young person needs guidance & counseling / adult supervision support positive peer communication.	The positive behavior & skills are encouraged and higher knowledge is built upon the solid primary foundation. Remedial courses are given to bridge gaps for persons with a poor primary foundation	Positive attitudes and values of resilience self-reliance / sustainable development, peace & tolerance are important
	TVET- Technical Vocational Education & Training	Basic skills formed and developed in Primary & secondary stages are sharpened and retooled for employment and income generation, self-reliance and meeting necessary needs and rights. A continued positive attitude towards the transit situation of migrants is helped by valuable skills acquired here.	The young person should acquire traditional family skills in addition to being mentored to enable him or her acquire additional skills such as in agriculture, mining, carpentry, mechanics, entrepreneurship etc. that can help the young person	Concepts & Habits of hard-work, honest reliability, innovation and entrepreneurship start at this stage and increase the young person's marketability.

			add value to his family and society	
	Tertiary Education	Provides High quality manpower that can go into research or administration giving the young person ideas of how to solve societies problems	Using higher theoretical and practical knowledge to improve society as a first step to research, innovations and new discoveries	A positive resilient attitude towards the migrants transit situation helps the positive use of innovations for humanity
	Adult Education	Remedial continuing education with entrepreneurial skills designed to help the adult catch up with lost ground in primary, secondary and TVET education.	Economically relevant education adds value to the individual and promotes positive attitudes of the resiliency, self-reliance and meeting needs& rights of the migrant/ refugee	Distance learning or non-formal education may be employed for adults who may need to work at prime times.

Amina Osman, The Commonwealth

The right to education should be guaranteed for all including immigrants and refugees. Displacement is often a traumatic experience compounded by the need to learn, study, work in a new language. It is therefore necessary to consider the delivery of learning through simplified curricula and whenever possible, mother tongue instruction. Indeed, the main problem concerning the education of new immigrants, refugees and asylum seekers is the language barrier and curricula which are not prepared to accommodate foreign language speaking learners. The curricula should also facilitate the inclusion of migrants and refugees in their adoptive communities. It should therefore be based on their daily life experiences, cultural traditions, interactions with their environment and communities, and reach beyond borders whilst at the same time distilling concepts of citizenship and social responsibility. This in fact reminds us that migration is included for the first time in the global development framework, recognising well-managed migration’s integral role in and immense contribution to sustainable development. The SDGs drive policy planning and implementation across borders and sectors, and recognize the interlinkages between migration and development and the fundamental contributions of migrants.

In support of the implementation of the SDGs in school curricular, the Commonwealth Secretariat has developed a [Curriculum Framework for the SDGs](#) to support member states address all 17 SDGs through education. This initiative reinforces the connection between the SDGs through a holistic, life course approach (Early childhood care and education, primary education, secondary education, Technical, Vocational Education and Training and skills development, tertiary and adult education and learning), taking into account the targets and their respective indicators as adopted by the Social and Economic Council of the United Nations and in the respect of the

Commonwealth Charter. [Download the Commonwealth Curriculum Framework for Enabling the SDGs.](#)

Martha Hewison, United Nations High Commissioner for Refugees

In answering parts of all three questions regarding the kind of educational approach and policies that are needed to embed the SDG's; what mechanisms exist for the provision of education and working with governments to provide the necessary education systems, **UNHCR policy is one of inclusion in national systems.** Why is inclusion in national education systems recommended?

- It encourages governments to assume their responsibility for refugee protection and rights under the 1951 Refugee Convention, Convention on the Rights of the Child and SDG 4 to “ensure inclusive, equitable quality education for all” as well as relevant national legal and policy frameworks;
- Certification of studies for refugee learners through accredited examinations;
- Quality assurance of teaching and learning through national system; and
- Access to accountable education services and opportunities to promote social cohesion between refugee and national children;

UNHCR Resources

- [UNHCR website](#)
- [UNHCR policy documents](#)
- [UNHCR reports](#)

Shirley Ince-Kelly, Montserrat

It is important to highlight the experiences and challenges that refugee families face when they relocate to a new country. Such knowledge equips one with insights about refugee families' unmet needs which schools must be address in order to develop trusting and supportive relationships with the families while they learn to adapt to their new environment. Refugee families usually leave their country of origin because of war, persecution, or some catastrophic natural disaster such as a cataclasmic volcanic eruption. Many times, their adopted country differs in climate, culture, language, and customs. These families may have experienced several forms of trauma such as: (a) sexual trauma from being raped in their homeland or on their way to their adoption country; (b) physical trauma from being kidnapped, taken hostage, and/or tortured; (c) emotional trauma from experiencing or witnessing all of the fore-mentioned events. Their traumatic experiences may be further exacerbated by the psychological trauma of trying to adjust to a totally new environment with dramatically different ways of doing things.

The culminating effects of trauma can leave the members of refugee families with difficulty regulating their emotions such as anger, anxiety, sadness, and shame. This phenomenon is known as emotion dysregulation. Other effects of trauma include numbness - inability to feel their emotions; and somatization, a condition where the individual may experience one or more physical maladies such as sleep disturbances, gastrointestinal, cardiovascular, neurological, musculoskeletal, respiratory, and dermatological disorders; urological problems; and substance use disorders. All of these conditions may leave the individual feeling overwhelmed and unable to cope in their safe haven. Their distress is known as Post Traumatic Stress Disorder (PTSD).

Researchers have found that attention and memory are impaired in trauma victims with PTSD. Hence, refugee students with PTSD will experience difficulty [attending to, storing and retrieving new information](#) thereby making it difficult for them to learn. These adverse effects of trauma

can be overcome within a safe and supportive environment and schools are expected to provide such an environment. Teachers need to become knowledgeable about what trauma looks like in the classroom and provide refugee children with the support they need to overcome their challenges to engage in classroom activities, learn, and perform to the best of their ability. Common PTSD behaviors and coping strategies teachers can utilize to assist refugee children in the classroom are provided in the Table 1 below:

Table 1.

Common PTSD Behaviors	Classroom-based Coping Strategies
1. Repeated complaints of headaches and stomach-aches	This behavior is likely due to stress or anxiety. Allow the student to go to washroom, drink water, and relax in the calming corner until they feel better. Refer student for counseling if they require more than 20 minutes to settle down.
2. Crying a lot	Keep tissues handy and remind the student that they are in a safe environment now. Encourage them to think of happy memories. Allow them to listen to their favorite music in the calming corner. If crying spells interfere with their learning, refer them to the school counselor.
3. Fear, anxiety, startles easily	Predictability helps to allay fears, anxiety, and jumpiness. Establish routines and transitions for classroom activities and teach them to the refugee children. This will help them adjust and adapt to their new classroom environment. Many have not been in school for extended periods. At the beginning of the day, explain to students what is expected from them during the school day and post it on the wall or board where students can refer to it throughout the day.
4. Withdrawn or trouble paying attention	Monitor students' progress on tasks and allow them to work with friends and in groups.
5. Flashbacks of the traumatic events	Avoid anything that reminds them of the traumatic events e.g. avoid discussing their war-torn homeland.
6. Trouble managing behavior or emotions	Teach student how to calm his/her mind and body through take 5 breathing and calming yoga poses .
7. Overly aggressive with others	Remain calm and model calm behavior for the student. Allow the student to calm down before discussing the incident with him/her.
8. Self-destructive behaviors such as cutting or depression	Refer student to the school counselor, social worker, or school psychologist.

The handbook “Strategies to Engage Immigrant and Refugee Families” provide a plethora of activities that schools may employ to empower and strengthen the relationships they share with refugee families. Some of the recommended strategies include:

1. Educate staff and students about being sensitive to cultural differences.
2. Educate the refugee families about social norms for the school system.

3. Provide support for language differences such as interpreters, translated documents, and audio-taped messages.
4. Reach out to families through calls and visits to homes and neighborhoods.
5. Invite refugee parents to participate in school events, parent support groups and advisory committees.
6. Help families with access to health care, clothing, neighborhood safety etc.
7. Work with refugee resettlement agencies to share information and resources.
8. Acknowledge that many of the challenges the refugee families face are due to the resettlement process, poverty, and limited educational opportunities, not because of their parenting skills.
9. If transportation is an issue, bring services to the neighborhoods where the refugee families live.
10. Engage diverse and respected community leaders and cultural brokers to help bridge cultural, language, and generational differences.
11. Conduct in-depth assessments of refugee students' academic skills.
12. Provide refugee children with support to complete homework.
13. Address mental health issues that are a result of war, dislocation, acculturation, and fear of deportation, but to avoid stigma, don't use the labels "mental health" or "mental illness."

Research has shown that there are a variety of best practices that schools can implement to welcome, empower, inform, and integrate refugee families while nurturing their children to overcome their trauma and succeed in their new school environment.

Resources

- [Strategies for Engaging Refugee and Immigrant Families](#) is available electronically on the National Center for Mental Health Promotion and Youth Violence Prevention's website. Copyright © 2011 by Education Development Center, Inc. All rights reserved.
- Center for Substance Abuse Treatment (US). [Trauma-Informed Care in Behavioral Health Services](#). Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2014. (Treatment Improvement Protocol (TIP) Series, No. 57.)
- [Children of immigrants and refugees: What the research tells us](#). Retrieved from George Washington University, Center for Health and Health Care in Schools, School of Public Health and Health Services website.
- [Child Trauma Toolkit for Educators](#). The National Child Traumatic Stress Network. PTSD symptoms and cognitive performance in recent trauma survivors. Brandes, Dalia et al. *Psychiatry Research*, Volume 110 , Issue 3 , 231 - 238.

Noemi Mena Montes

Responses to Questions

1. What kind of educational approach and policies (including languages) are needed to embed the sustainable development goals and a human rights approach into the curriculum of adult educators working with migrants and refugees?

It is important to highlight that when refugees and migrants come to Europe they have no friends, no family, no connections so the education projects have also the role of connecting

them with society and with other people in order to empower them and integrate them into the host community. Therefore, the educational programs should be holistic and community building oriented. It should include formation on cultural and emotional intelligence.

The education approach should be coaching-mentoring in order to motivate and empower the person to re-start a new life in the host community and country.

The adult educators should have a training on cultural sensibility and cross-cultural communication. The education projects should be oriented to build up teams and communities.

2. How can migrant and refugee rights be better supported with teaching and learning materials and resources? How can the needs of migrants and refugees be better supported in terms of better understanding their human rights under international law?

Participatory training:

Refugee and migrants should be supported in a better way when the learning resources and materials could create some connection with the local community.

Professional communities (where refugees and locals with the same profession and / or education background will meet)

Social media and apps could help to create communities for example "professional communities" where refugees and locals with the same job and/ or professional background would meet and learn from each other.

Online education:

Most refugees have a mobile phone therefore online platforms and social media would help to provide information and a virtual community (however this should be a complementary community because it can't replace the education projects where students have to participate and be part of the training-learning process.

3. What mechanisms exist for the provision of education? Do governments provide the necessary education systems and is there a role for private sector? What are the best ways for educational practitioners to engage with migrants and refugees to develop a transformational relationship with their communities of adoption and origin?

In many European countries the government provide some language training, however there is a need to implement this projects in a way that the local community will also participate to help the refugees to learn the language.

The local governments should work on the concept of "local citizenship" and should create a program that could help the refugee to be part of the local community, to participate. To build up accountability and trust is very important for both the refugees and the community.

Educational practitioners should be able to use social media, new apps and technology as most of the refugees are highly qualified and it is the best way to communicate with them.

Margaret Meredith and Catalina Quiroz, United Kingdom

A contribution from York St John University to the education of migrants and refugees comes from the values of the Social and Solidarity Economy by which entrepreneurial community initiatives are undertaken. The 250 page Erasmus handbook has informed the project about Migrants and Refugees as Re-Builders. The handbook is open source and can be found, in English, Spanish and Portuguese, on the [project website](#).

Emel Topcu, Turkey

Several academic and magazine articles have been written in order to deepen the understanding of a complex and intergenerational migration phenomenon from different theoretical and empirical approaches, especially lived in Gazantep, the frontier between Syria and Turkey.

These articles have enabled academics to learn about the migration phenomenon and to reflect its critical teaching within their own subjects: e.g. sociology, political science, journalism, etc.

Articles have been sponsored and published by KAGEM, the Religious Affairs Department of the Presidency of Religious Affairs of Turkey. [TDV Kagem, pp.54-57](#)

Topcu, E, Duman,T; 2017; “The changing Situation of Syrian Women in the Family and the Society through the Solidarity between Turkish and Syrian Women”; Prof.Dr. Faris, W, et. al.,(eds) Müslim Women's Contribution to Society, Kuala Lumpur. pp.295-328

KAGEM has piloted one of the training modules of the Curriculum “Migrants and Refugees as Re-Builders” about Facilitating Dialogue: Pyramid of Hate and Hope, and it has been selected as a key training module for adult educators and youth within their institution. [Please see leaflet.](#)
Isabel Teruel, Spain

Isabel Teruel, Spain

Progestion, a Spanish NGO that has developed an innovative pedagogical learning tool [in a form of a blog](#). It deals with policy and practical administrative advice for those adult educators working with migrants and refugees. This blog is an essential means for their training and advocacy work. The blog started in 2011 and by June 2017 has received over 1,300,000 visits from all over the world.

Muna Ismail, United Kingdom

Sustainable Livelihood in post conflict affected countries article: “[Where Camels are part of the Answer](#)”. Article written by Muna Ismail, lofC UK; project coordinator in the lofC Changemaker magazine. Also: [The Drought: Context, Vulnerability, and Solutions](#).

Åke Larsson and Rishabh Khanna, Sweden

Kista Folkhögskola, established in 2007 in Sweden is a Further Education College in Järva, a suburb of Stockholm. It is part of a network of 150 such colleges in Sweden and the first with a Muslim ethos. It provides courses particularly tailored to people who have not passed through the traditional Swedish state education system. Their latest course designed for migrants and refugees is “Citizens Sweden”, a course which focuses on community and popular education in collaboration towards working to “organize” the commitment that exists in the direction that the members of the community (neighbours, members in different religious parishes, parents to schoolchildren etc.) choose.

The aims of the course are to organize people and resources in the community to prevent or solve problems; teaching methods to network and to find common ground. Its main goal is to bring back the initiative/power to the people - the grassroots!

Lajeel Moalim Abdirahman, Somalia

Founder and member of Nabad Curiye “Peace maker” organization within The UK. The inception of this organization starts with the training of leaders of diaspora communities on Dialogue Facilitation, undertaken by Initiatives of Change, UK. This training has enabled participants of this course to achieve one of the aims of it: work the multiplier effect of the course in own countries and communities of origin/birth. The passion of dialogue facilitation has been carried out in the gatherings and pilot trainings with police officers, women’s cadets, young adults, community leaders, local authorities and district authorities last year in Somalia.

Dame Louise Casey CB, United Kingdom ([added as a resource due to the importance of this report](#))

Over a year ago I was asked by the then Prime Minister and Home Secretary to undertake a review into integration and opportunity in isolated and deprived communities. The integration I wanted to look at was not just about how well we get on with each other but how well we all do compared to each other.

I wanted to consider what divides communities and gives rise to anxiety, prejudice, alienation and a sense of grievance; and to look again at what could be done to fight the injustice that where you are born or live in this country, your background or even your gender, can affect how you get on in modern Britain.

I wanted to be honest about how much harder life is for some and to think about what we can do to resolve this and build more cohesive communities. ([Source](#))

The [Casey Review: a review into opportunity and integration](#) is available for free download.

The Moderation Team:

Partner Organisations: The Commonwealth Education Section (<http://thecommonwealth.org/>) and Initiatives of Change, UK (<http://uk.iofc.org/>).

Moderator: Mr Peter Riddell and Mr Paul G. West

Education Hub Facilitator: Mr Paul G. West

Report writing by Ms Catalina Quiroz Niño and Mr Paul G. West

Correspondence: Facilitator, The Commonwealth Education Hub, Health & Education Unit, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, United Kingdom.

Email: eduhub@commonwealth.int

Web: www.thecommonwealth-educationhub.net

To cite this report: The Commonwealth Education Hub Discussion Summary (July 2017), Education for Migrants and Refugees.



This publication is made available under a Creative Commons Attribution 4.0 License (international): “Attribution-NonCommercial-ShareAlike” (CC-BY-NC-SA), available at <http://creativecommons.org/licenses/by-nc-sa/4.0/>.



Disclaimer: The Education Hub is an initiative of The Commonwealth. In posting messages or incorporating these messages into synthesized responses, the Education Hub or The Commonwealth accepts no responsibility for its veracity or authenticity. Readers intending to use or transmit the information contained in these messages should be aware that they are relying on their own judgment.