



# Education:

needs, rights and access  
in displacement

*plus articles on:*  
Localisation and the Global Compacts

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[www.fmreview.org/education-displacement](http://www.fmreview.org/education-displacement)



# Education: needs, rights and access in displacement

Education is one of the most important aspects of our lives – vital to our development, our understanding and our personal and professional fulfilment throughout life. It is, as described by 23 displaced students who have co-authored one of the articles in this issue, the “key to life”. In times of crisis, however, millions of displaced young people miss out on months or years of education, and this is damaging to them and their families, as well as to their societies, both in the short and long term.

In this issue of FMR, authors from around the world debate how better to enable access to quality education both in emergency settings and in resettlement and asylum contexts. These authors represent governments, international donors, non-governmental organisations, UN agencies, the International Federation of Red Cross and Red Crescent societies, academia, local education projects and a legal firm. And some of the authors have themselves experienced the challenges of learning and teaching while displaced.

This issue of FMR also includes two general articles.

The full issue is available at [www.fmreview.org/education-displacement](http://www.fmreview.org/education-displacement).



## Foreword: Education – a humanitarian and development imperative

Manuel Bessler (Swiss Agency for Development and Cooperation)

[www.fmreview.org/education-displacement/bessler](http://www.fmreview.org/education-displacement/bessler)



## Feeling safe enough to learn in a conflict zone

Bethan McEvoy (Norwegian Refugee Council, Afghanistan)

Building an internal sense of safety, while also teaching coping skills and how to remain alert to the very real risks outside, is essential if psychosocial programming in Afghanistan is to provide a ‘safe space’ for children to learn in a context of high insecurity.

[www.fmreview.org/education-displacement/mcevoy](http://www.fmreview.org/education-displacement/mcevoy)



## Early childhood development and psychosocial support in Syria

Fatima Khaddour (Aga Khan Foundation Syria)

Programming for early childhood development and psychosocial support needs to be able to evolve in order to cater for changing needs and to respond to emerging challenges.

[www.fmreview.org/education-displacement/khaddour](http://www.fmreview.org/education-displacement/khaddour)



## Gender equality in education in emergencies

Eva Iversen and Else Oestergaard (Oxfam IBIS)

Evidence shows how a gender-responsive approach can alleviate the particular risks that girls and boys face during crisis and displacement.

[www.fmreview.org/education-displacement/iversen-oestergaard](http://www.fmreview.org/education-displacement/iversen-oestergaard)



## Breaking the silence: sexual coercion and abuse in post-conflict education

Sophie Bray-Watkins (War Child UK)

Experience from the Central African Republic makes clear that global efforts to increase numbers of children in school, particularly in conflict-affected areas and for displaced children, need to pay greater attention to safety and accountability.

[www.fmreview.org/education-displacement/braywatkins](http://www.fmreview.org/education-displacement/braywatkins)



## **Strengthening education systems for long-term education responses**

Thea Lacey and Marcello Viola (Street Child)

Implementation of programmes in DRC and Nigeria demonstrates how the building blocks for long-term improvements can be laid in the earliest stages of an education in emergencies response, even in the most challenging contexts.

[www.fmreview.org/education-displacement/lacey-viola](http://www.fmreview.org/education-displacement/lacey-viola)



## **Jordan: education policy in transition**

Julie Chinnery (Norwegian Refugee Council, Jordan)

As the education sector in Jordan moves from a humanitarian to a development response, a lack of planning for an appropriate transition risks excluding some groups of learners.

[www.fmreview.org/education-displacement/chinnery](http://www.fmreview.org/education-displacement/chinnery)



## **Applying learning theory to shape 'good learning' in emergencies: experience from Dadaab, Kenya**

Allyson Krupar and Marina L Anselme (Save the Children / RET International)

Applying one learning theory retrospectively to a non-formal education programme for youth shows how learning theories can be used to assess learning in diverse EiE programmes and how including such theories when programming could help ensure quality and relevance.

[www.fmreview.org/education-displacement/krupar-anselme](http://www.fmreview.org/education-displacement/krupar-anselme)



## **Child-friendly spaces: enhancing their role in improving learning outcomes**

Gurvinder Singh and Charlotte Tocchio (International Federation of Red Cross and Red Crescent Societies)

Providing psychosocial support to children through the medium of child-friendly spaces can improve learning outcomes for children but requires more localised, partnership-driven and gender-responsive approaches and strengthened monitoring and evaluation.

[www.fmreview.org/education-displacement/singh-tocchio](http://www.fmreview.org/education-displacement/singh-tocchio)



## **Refugee education in Greece: integration or segregation?**

Giorgos Simopoulos and Antonios Alexandridis (University of Thessaly / Vrije Universiteit Amsterdam)

The closure of the 'Balkan route' in the spring of 2016 has trapped around 21,000 children in Greece. Although education policies have been devised to integrate these children into the Greek education system, these policies have actually led to some students being segregated.

[www.fmreview.org/education-displacement/simopoulos-alexandridis](http://www.fmreview.org/education-displacement/simopoulos-alexandridis)



## **Street schools and school buses: informal education provision in France**

Maria Hagan (University of Cambridge)

In the face of increasingly limited access to schooling for asylum seekers and migrants in France, volunteer initiatives have sprung up to provide much-needed informal education.

[www.fmreview.org/education-displacement/hagan](http://www.fmreview.org/education-displacement/hagan)



## **Adult literacy: an essential component of the CRRF**

Massimo Lanciotti (Finnish Refugee Council)

Literacy needs among the refugee populations of Uganda and Ethiopia are vast, yet although both are CRRF pilot countries – and therefore in theory committed to promoting literacy – functional adult literacy is barely supported at all.

[www.fmreview.org/education-displacement/lanciotti](http://www.fmreview.org/education-displacement/lanciotti)



## **Navigating curricula choices for Palestine refugees**

Jo Kelcey (New York University)

Curriculum choices matter greatly in countries that host large numbers of refugees for increasingly long periods of time.

[www.fmreview.org/education-displacement/kelcey](http://www.fmreview.org/education-displacement/kelcey)



## **Refugee children with communication disability in Rwanda: providing the educational services they need**

Helen Barrett, Julie Marshall and Juliet Goldbart (Manchester Metropolitan University / University of Rwanda)

Research undertaken in Rwanda aims to provide firm evidence for use in improving access to inclusive educational services for refugee children with communication disability.

[www.fmreview.org/education-displacement/barrett-marshall-goldbart](http://www.fmreview.org/education-displacement/barrett-marshall-goldbart)



## **UK immigration policy: restrictions on asylum seekers' right to study**

Helen Baron (Duncan Lewis Solicitors)

Changes to immigration legislation in the UK have led to restrictions on many asylum seekers' right to study.

[www.fmreview.org/education-displacement/baron](http://www.fmreview.org/education-displacement/baron)



## **"Education is key to life": the importance of education from the perspective of displaced learners**

OLive course students, IT trainer and director (University of East London)

Students on the University of East London's OLive course – a preparatory course for university access specifically tailored to refugees and asylum seekers in the UK – share experiences of accessing education as displaced learners.

[www.fmreview.org/education-displacement/OLive](http://www.fmreview.org/education-displacement/OLive)



## **Accessing and thriving in education in the UK**

Catherine Gladwell (Refugee Support Network)

Research shows that significant barriers confront refugee and asylum-seeker children arriving in the UK in terms of them getting into school and thriving in education. Central government, local authorities, schools and colleges and education professionals can take steps to help ensure these children receive timely and appropriate education.

[www.fmreview.org/education-displacement/gladwell](http://www.fmreview.org/education-displacement/gladwell)



## **Learning in resettlement**

Marwa Belghazi (Single Homeless Project)

Education is a central element of resettled families' lives, and providing support to parents and children to learn about and integrate into the education system is essential.

[www.fmreview.org/education-displacement/belghazi](http://www.fmreview.org/education-displacement/belghazi)



## **Schooling gaps for Syrian refugees in Turkey**

Melissa Hauber-Özer (George Mason University)

Turkey and the wider international community must address gaps in educational provision so that Syrian refugees can access appropriate opportunities to learn.

[www.fmreview.org/education-displacement/hauberazer](http://www.fmreview.org/education-displacement/hauberazer)

**New to QR codes?** Download any QR code reader app (QR = Quick Response) and scan the square code next to an article – it will take you straight to the article online.



Sitting a Thai language test at a migrant learning centre which has an active catch-up programme.



**Educating unaccompanied children in US shelters**

Kylie Diebold, Kerri Evans and Emily Hornung (United States Conference of Catholic Bishops / Boston College School of Social Work / Pennsylvania Counseling Services/ Lutheran Immigration and Refugee Service)

Educational services provided to unaccompanied children in government-funded shelters in the US must be examined more critically in order to better meet the children’s varied needs – and federal standards for public education.

[www.fmreview.org/education-displacement/diebold-evans-hornung](http://www.fmreview.org/education-displacement/diebold-evans-hornung)



**Teachers in displacement: learning from Dadaab**

Mohamed Duale, Ochan Leomoi, Abdullahi Aden, Okello Oyat, Arte Dagane and Abdikadir Abikar (refugee teachers/York University, Canada)

Despite the challenges they face, refugee teachers believe in the potential of education to transform the lives of refugee learners and communities. Their voices and needs must inform refugee education provision in order to improve access and outcomes.

[www.fmreview.org/education-displacement/duale-leomoi-aden-oyat-dagane-abikar](http://www.fmreview.org/education-displacement/duale-leomoi-aden-oyat-dagane-abikar)



**Child labour and school attendance in Turkey**

Ozlem Erden (Turkish Fulbright Commission)

Promoting self-sufficiency for displaced populations can have the unintended consequence of undermining efforts to provide education for all Syrian children.

[www.fmreview.org/education-displacement/erden](http://www.fmreview.org/education-displacement/erden)



**Inter-sectoral cooperation for Afghan refugee education in Iran**

Reem Shammout and Olivier Vandecasteele (Norwegian Refugee Council, Iran)

A recent decree in Iran removed a legal barrier to undocumented refugee children attending school but other barriers remain. One NGO discusses the successes and challenges of adopting an inter-sectoral approach to breaking down these barriers.

[www.fmreview.org/education-displacement/shammout-vandecasteele](http://www.fmreview.org/education-displacement/shammout-vandecasteele)



### **Connected learning: the future for higher education?**

Hana Addam El-Ghali and Emma Ghosn (American University of Beirut / University of Toronto)

Higher education institutions in Lebanon should consider how connected learning can improve access to higher education for young refugees and members of the host community.

[www.fmreview.org/education-displacement/elghali-ghosn](http://www.fmreview.org/education-displacement/elghali-ghosn)



### **Connected learning: a refugee assessment**

Moise Dushime, Eugenie Manirafasha and Kalenga Mbonyinshuti (Southern New Hampshire University/Kepler Kiziba programme)

Connected learning offers the opportunity to expand access to higher education for refugees, benefiting both individuals and communities.

[www.fmreview.org/education-displacement/dushime-manirafasha-mbonyinshuti](http://www.fmreview.org/education-displacement/dushime-manirafasha-mbonyinshuti)



### **The importance of access and accreditation: learning from the Thailand–Myanmar border**

Mary Purkey and Megan Irving (Mae Sot Education Project / Parami Learning Centre, Mae Sot)

The displaced community on the Thailand–Myanmar border has long provided for the basic educational needs of large numbers of children. Providing accredited education, however, remains a struggle.

[www.fmreview.org/education-displacement/purkey-irving](http://www.fmreview.org/education-displacement/purkey-irving)



### **Improving learning environments in emergencies through community participation**

Zeina Bali (Redd Barna/Save the Children Norway)

An education in emergencies toolkit developed by Save the Children looks at how learning environments can be improved through community participation. Piloting the project in Syria and Uganda has also shed light on some of the tensions and contradictions that underlie education provision in humanitarian settings.

[www.fmreview.org/education-displacement/bali](http://www.fmreview.org/education-displacement/bali)



### **Feasible measurement of learning in emergencies: lessons from Uganda**

Nikhil D'Sa, Allyson Krupar and Clay Westrope (Save the Children)

A new assessment tool aims to provide a rapid, holistic understanding of displaced learners' needs.

[www.fmreview.org/education-displacement/dsa-krupar-westrope](http://www.fmreview.org/education-displacement/dsa-krupar-westrope)



### **Evidence for education in emergencies: who decides and why it matters**

Nadeen Alalami (Dubai Cares)

Analysis of educational research funding proposals submitted to Dubai Cares, a global education funder, indicates an alarming absence of input from local actors and end-users at all steps of the process.

[www.fmreview.org/education-displacement/alalami](http://www.fmreview.org/education-displacement/alalami)

## General articles



### **Localisation: we are frustrated, not stupid!**

Listowell Efe Usen (Centre for Community Health and Development International)

The Grand Bargain promises much but an inherent lack of trust in the international system is hampering local capacity building.

[www.fmreview.org/education-displacement/usen](http://www.fmreview.org/education-displacement/usen)



### **Implementing the Global Compacts: the importance of a whole-of-society approach**

Tamara Domicelj and Carolina Gottardo (Act for Peace/Asia Pacific Refugee Rights Network / Jesuit Refugee Service – Australia/Asia Pacific Refugee Rights Network)

The global community must now take incisive, coordinated action through a whole-of-society approach to push forward the effective implementation of the two Global Compacts.

[www.fmreview.org/education-displacement/domicelj-gottardo](http://www.fmreview.org/education-displacement/domicelj-gottardo)



### **Interested in collaborating with FMR to enhance your outreach and impact?**

If your organisation is applying (or is part of a consortium applying) for funding on a theme that is relevant to FMR's readership, please consider including FMR in your proposal narrative and budget to enhance your outreach and impact. We have had fruitful collaborations of this kind with research, UN, government and NGO partners. Please contact the Editors at [fmr@qeh.ox.ac.uk](mailto:fmr@qeh.ox.ac.uk) to discuss options, whether mini-features or a full feature theme.

To access all FMR podcasts (arranged by issue), go to <https://podcasts.ox.ac.uk/series> and search for 'forced migration review'.



**Forthcoming feature themes**

- FMR 61: Ethics (June 2019)  
This issue will also pay tribute to the late Barbara Harrell-Bond, founder of the Refugee Studies Centre and of FMR, and will reflect her work and the causes she fought for.
- FMR 62: Return (October 2019)

Details at [www.fmreview.org/forthcoming](http://www.fmreview.org/forthcoming).

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**Cover image**

Having lost out on education because of conflict, these internally displaced children in the Democratic Republic of Congo are now continuing their education.

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