



Adult education – a key strategy for the refugee crisis

The world is experiencing an unprecedented rise in the numbers of refugees. According to the UN High Commission on Refugees (UNHCR), more people than at any other time since UNHCR records began are being forced to flee their homes and seek refuge and safety elsewhere. In a report they released in mid-2015, they point to an all-time high in the numbers of refugees, forcibly displaced people, and asylum seekers. At the end of 2014, the numbers rose to a staggering 59.5 million compared to 51.2 million a year earlier and 37.5 million a decade ago. One out of 122 people today is a refugee. Further putting these figures in perspective, these numbers are equivalent to the population of a country which would be the 24th largest in the world. UNHCR believes, by current trends, the numbers are expected to further rise.

The right to education is most at risk during emergencies, yet education is critical during emergencies, times of crisis and displacement. As argued by the Inter-Agency Network on Education in Emergencies, (INEE),



The world is experiencing an unprecedented rise in the numbers of refugees, forcing more people than at any other time since UNHCR records began to flee their homes and seek refuge and safety elsewhere.

keeping children in schools mitigates against their vulnerabilities to violence, rape, recruitment into fighting, prostitution, and other life-threatening, often criminal, activities. Education in these settings can also provide children with life-saving information including self-protection from sexual abuse and other survival skills necessary in the specific context. Education provides a return to familiar routines, instills hope for the future - mitigating the psychosocial impact of violence and displacement.

For adults, education is important for coping and survival. It is a key strategy for integration in societies

that take them in – realising that more and more, the average period of displacement has been on the rise. Refugees who settle need to have access to basic skills that enable them to function in the host society. Learning the language of the host country is one such skill. Re-tooling or re-skilling opportunities to enhance refugees' abilities to take on decent and productive work in their host communities/countries are essential not only for economic independence and restoring dignity for refugees and their families, but is beneficial to contribute to the local economy as well. Providing refugees

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Adult education organisations offer platforms to share experiences and good practice in adult education responses and strategies for humanitarian responses to the refugee crises.

with information on their choices and rights are also essential, as are inter-cultural exchanges between new arrivals and host communities to foster better cross-cultural understanding, battle xenophobia, discrimination, and promote tolerance.

Although a critical strategy in humanitarian response, education receives only around 2% of humanitarian aid. A new financing initiative called Education Can't Wait attempts to change this. This new fund aims to mobilise \$3.5 billion over a five-year period to offer quality education to 13.6 million children in emergency situations over the next 5 years, and 75 million children by 2030. While welcome and certainly a good start, the initiative can and should go further. It, after all, focuses only on 3-18 year old children, fully ignoring the education needed by adults and other young people in emergencies. This remains an ongoing challenge for development cooperation and aid. While education as a whole is underfunded, adult education is under-funded far more. The adult education community must do more to change this.

For sure, much more needs to be done overall. More needs to be done in emergency responses to address the immediate needs of refugees, including the imperatives of integration in their host countries (or their right of return to their home countries). But, as participants of the World Humanitarian Summit underscored, much more also needs to

be done to address the root causes of conflict, and to reduce fragility by greater investment in building inclusive and peaceful societies; stronger democratic polity – responsive and accountable governments and strong, socially aware and responsible citizens and civil society. Women and youth should be equipped far more to take on more leadership roles in processes determining

their lives, and in peace building, conflict prevention efforts. There should be a more decisive shift in approach whereby people affected by crises are not only informed and consulted, but put at the centre of the decision-making processes. People affected by crisis should be treated as partners, not beneficiaries. Funding gaps in both humanitarian and development assistance should be filled and humanitarian needs must be met by adequate and predictable financing.

The civil society adult education community the world over has tremendous experience in this respect, and has an array of tools and competencies for community organising, leadership development, peace-building and conflict prevention, women's and youth empowerment that it can lend – and has been harnessing – for humanitarian and development responses.

The adult education community is also well organised internationally, with strong regional civil society adult education organisations existing side by side in several regions of the world such as in the Asia Pacific, in Europe – through the European Association for the Education of Adults (EAEA), and in Latin America – through the Latin American Council for Adult and Popular Education (CEAAL) – federated into the International Council for Adult Education (ICAE), a powerful global civil society voice for the right to quality adult education

and lifelong learning.

These regional and global civil society organisations of adult education offer ready platforms to share experiences and good practice in relevant and effective adult education responses and strategies for humanitarian and longer term responses to the refugee crises. They promote solidarity, people-to-people exchange, bridging cultural and other divides, and contributing to building a wider sense of global citizenship and a shared humanity among diverse groups and peoples of the world. They also offer broad fronts for civil society organisations to engage



Re-skilling opportunities to enhance refugees' abilities to take on decent work in their host countries are essential for economic independence, restoring dignity for refugees, and to contribute to the local economy.

with policy makers, hold governments to account to set in place relevant and effective policies in education, development, and humanitarian response. As the European Association for the Education of Adults (EAEA) underscored in their statement, 'Adult education can play a key role in the current refugee crisis', "... civil society organisations have played a major role in the crisis. They have managed to support the refugees with food, with shelter, with linguistic and administrative support and with activities, where state support has been lacking. EAEA underlines that their work needs to be better recognised and supported."

This article is developed from the talking points of the ASPBAE Secretary-General, Maria Khan, during the DVV International Round-Table discussion in the German Parliament on 'Tackling the Refugee Crisis – in Germany and Worldwide: The Role of Adult Education and Agenda 2030', in Berlin, Germany, on 8 June 2016.

EDITORIAL

World Humanitarian Summit – closing the gap between emergency education and long term investment

*By Helle Gudmandsen, Former GCE Board Member and Head of Education Campaign, Oxfam Ibis, Denmark**

More than 9000 people, 60 of them state leaders, and a number of ministers gathered in Istanbul from 23-24 May 2016 to take part in the first World Humanitarian Summit. The goal for the summit was to bring countries together to find solutions for the huge humanitarian crises that affect 125 million people around the world. 33 million children are not in school because they live in a crisis situation and 75 million children and youth have their education affected or disrupted because of crises.

Seen from an education perspective, the summit was a success. Education in crises situations was recognised a part of the humanitarian package. It was very significant that education was seen as important as shelter, food, and medicine. The reality of today's world is that refugees live on average 17 years in a refugee camp. So if education is not part of the emergency package, we will lose a generation that will never enter a class room. Education in emergencies has been living a difficult life with less than 2% of the humanitarian budget going to education.

But greatly enough, education was highlighted in a number of side events and a special event launched a new fund called Education Cannot Wait – Education in Emergency fund. The establishment of the fund was definitely an achievement for education and with the \$100 million pledged, it is a good beginning. The donor countries that took the lead on this fund were Norway and the United Kingdom. USA and the European Union pledged as well as the private fund Dubai Care. Denmark gave a commitment to fund the secretariat of the new fund and to follow the development with the plans of pledging a larger amount in 2017. The Foreign minister of Denmark, Kristian Jensen, received 10,000 signatures at the summit from Danish citizens who urged Denmark to support the new fund.

In the closing speak of the summit, Ban Ki Moon mentioned the Education Cannot Wait fund as one of the summits achievements.

The Global Campaign for Education (GCE) was present at the summit in a side event called 'Deliver quality emergency education, what needs to be done?' At the side event, I presented GCE's view on the role of civil society in education in emergency for children and

youth living in crises situations. I highlighted the importance of local NGOs having an important role to play and they must be involved from the beginning in the call for action. I highlighted as well how the establishment of GCE coalitions in countries can strengthen the corporation between international NGOs, local NGOs, and close the gap between emergency education and long term investment.



Helle Gudmandsen

Not everybody was happy about the outcome of the summit. But at least one more positive outcome was an agreement to make sure 25% of humanitarian responses go to local NGOs. This can really make a difference for a much more sustainable development.

GCE welcomes the new Education Cannot Wait fund and will hold countries accountable for pledging as well as work for a mechanism where civil society has a voice and can contribute in the best way. GCE will lobby for donor countries to pledge at the coming UN General Assembly in September 2016.

**Helle Gudmandsen is now Director, The Youth Town, Copenhagen*



It is very significant that at the World Humanitarian Summit, education was seen as important as shelter, food, and medicine.

Education Cannot Wait

By *Jennifer Rigg*, Executive Director, Global Campaign for Education – US

The vital right to education is just a dream for 75 million children impacted by emergencies and crises.



Jennifer Rigg

EDUCATION CANNOT WAIT: a fund for education in emergencies officially launched at the first-ever World Humanitarian Summit in Istanbul on 23 May 2016. Governments, organisations, and the private sector pledged more than \$90 million. However, the education in emergencies funding gap is estimated at \$8.5 billion, and more funding is urgently needed.

WHY NOW?

This fund is timely as the world is in the midst of the largest refugee crisis since World War II. The impact is long lasting across entire generations: the average displacement due to refugee situations is 17 years, meaning that entire generations are uneducated and unprepared to contribute to recovery and stability.

Last year alone, 60 million people were forcibly displaced from their homes due to disasters or conflicts and half were children under the age of 18. For many of these children, education - and the future it opens to them - is a lasting casualty. According to a policy paper jointly released by the Global Education Monitoring Report and UNHCR, refugee children are five times more likely to be out of school than other children.

Yet less than 2% of all humanitarian funding has been allowed to support

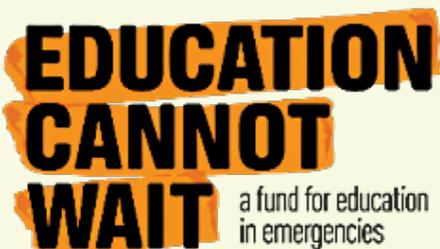


education, leaving millions of children and young people out of school and vulnerable to trafficking, child labor, early marriage, and extremism.

WHAT CAN WE DO?

The *Education Cannot Wait* fund is a key opportunity to change this situation. It is critical for governments and donors to step up and put forward the finances necessary to make this initiative a success.

More than 10 million people have signed a petition urging world leaders to ensure all children can go to school, without danger or discrimination. The recent Call to Action shows



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the support of over 60 leading organisations for the *Education Cannot Wait* fund. We must bring new and immediate financing to deliver education, alongside protection and other essential humanitarian and development aid. The Call to Action urges the *Education Cannot Wait* fund to:

- be financed with multi-year donor commitments

- be supported by new funding and resources that are ambitious enough to address the scale of the crisis in education and emergencies
- be supported by resources that are additional, and not at the expense of other critical education and poverty-fighting interventions
- build on existing financing mechanisms so as to ensure smooth transition from crisis response to longer term development of education systems

The Education Cannot Wait launch was a first chance for donors to invest, and it's not the only opportunity. The next key pledging moment will come in September 2016 when world leaders gather for the United Nations General Assembly, and the International Commission on Financing Education Opportunities releases its final report.

We need everyone's help to make quality education a reality, no matter where a child or family lives. Education is a life-saving intervention and universal right that simply cannot wait.



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How to respond to the refugee crisis?

A perspective of the German adult education system

By Uwe Gartenschlaeger, Regional Director, DVV International, Regional Office South and Southeast Asia



Uwe Gartenschlaeger



The German Adult Education system plays a key role in responding to the refugee 'crises'. A country with a professional, flexible, and well established lifelong learning system is able to react better to a challenge like this.

The figures are extraordinary - In 2015, more than 1.3 million refugees reached Germany. Most of them came from Syria, Western Balkan countries and Afghanistan, many from different parts of Africa as well. Although the number of refugees declined in 2016 drastically as the result of a mixture of political pressure and some deals with main transit countries (until March, 109,000 persons were registered), the challenges are still huge.

Not surprisingly, the German adult education system plays a key role in responding to the 'crises'. Neglected for many years by many decision makers, the more than 900 Community Learning Centers (in German: Volkshochschule, VHS) are at the moment recognised for their engagement. It became clear that a country with a professional, flexible, and well established lifelong learning system is able to react better to a challenge like this. However, the problems are immense.

As most of the refugees will stay for a longer period, language is the main key to integration. VHS are the main providers of various training of "German as a foreign language", with

a long history and a lot of competencies on how to design and provide such kinds of trainings for various target groups. However, several bottlenecks can be identified.

After arrival, many volunteers take care of the refugees, starting as well to offer them language courses. VHS should be responsible for training these volunteers, consult them in the difficult task, and ensure quality of teaching.

The most broadly discussed challenge concerns the teachers and trainers for the German language courses, offered to the refugees after they are deployed to their final destinations. VHS faces



One lesson learnt from the 'refugees crisis' with respect to youth and adult education is that vibrant, well equipped, and flexible Community Learning Centres are essential for coping with the emerging learning needs.

challenges to attract qualified teachers. The main reason is the poor salary offered compared with teaching in the formal system. Especially in a crisis situation, it is no longer feasible not to remunerate non-formal teachers at the same level as formal teachers. This is relevant as well for the form of the contract (limited period, often part-time) and the social security package.

The refugees should be integrated into the local labor market; most of them are at working age and would like to find a job as soon as possible. Many come with highly appreciated qualifications. Recognition, validation, guidance and some additional skills training, including tailor-made language trainings focusing on professional knowledge, are offered by VHS.

But it is not only the refugees to be addressed. As in most European countries, there is a deepening gap in the host communities. Whereas many people still welcome the refugees, prejudices, xenophobia, and violence against refugees are growing. VHS and other providers in youth and adult education are engaged in offering various forms of dialogue formats, starting with more classical political debate clubs and ranging to project work, which includes host communities and refugees.

As it turns out at this moment, one lesson learnt from the 'refugees crisis' with respect to youth and adult education is that vibrant, well equipped, and flexible Community Learning Centers are essential for coping with the emerging learning needs. Countries should consider carefully that the absence of an adequate lifelong learning infrastructure will make them much more vulnerable in any kind of emergency or crisis situation.

The challenge of meeting the education needs of Afghan refugees in Pakistan

By Huma Gul, Programme Manager, Planning, Monitoring, Evaluation and Research (PMER), Khwendo Kor, Pakistan

As per various surveys and reports, around 3 million Afghans live in Pakistan - still the largest protracted refugee population globally. 80% of the school age Afghan refugee population is currently out of school, resulting in extremely low literacy among Afghan refugees. Only an estimated 33% of Afghan refugees in Pakistan are able to read and write. Literacy among women and girl refugees is even lower at approximately 7.6%.



Huma Gul

UNHCR Pakistan is the only agency responding to the educational needs of Afghan Refugees. It continues to provide access to free primary education through conventional schools, satellite classes, and Early Childhood Education (ECE) centres to approximately 77,000 refugee children living in 54 refugee villages across Pakistan. Pakistan is a pilot country for the roll-out of UNHCR's Global Education Strategy (2012-2016) and has developed its country-level education strategy to improve educational standards for Afghan refugee children in Pakistan. The regional Solutions Strategy for Afghan Refugees has allowed UNHCR to focus its efforts on building capacities of the public school system and the inclusion of Afghan students. UNHCR, through the Refugee Affected and Hosting Areas Programme (RAHA), has funded refurbishment and construction of classrooms, as well as the creation of girls' specific facilities that has encouraged girls' schools enrolment. This endeavor has enhanced prospects for integration of Afghan children in these public schools.

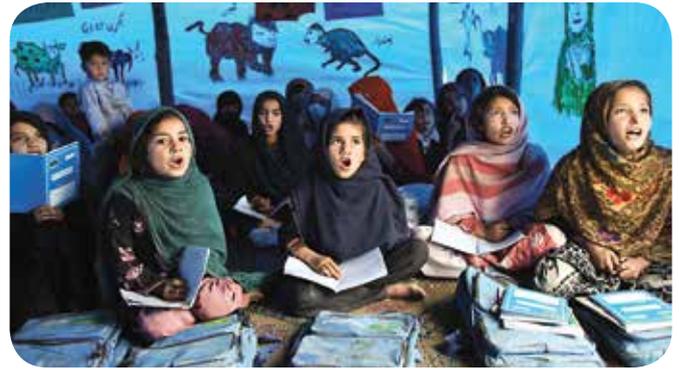
Pakistan is not a party to the 1951 Convention relating to the Status of Refugees or its 1967 Protocol. At present, Pakistan has also not enacted a domestic legal framework for the protection of refugees and, consequently, has no domestic refugee status determination procedures or institutions in place.



The aim of the education strategy for Afghan refugees in Pakistan is to provide primary education in refugee villages, including payment of teacher incentives, rehabilitation, upgrading of school facilities, and provision of school supplies.

Therefore, UNHCR conducts individual refugee status determination under its mandate and on behalf of the Government of Pakistan in a challenging context of mixed migratory movements in the region.

The absence of a



The unpredictable stay of Afghan refugees in Pakistan, poverty, and low prospects for employment are some of the reasons for the alarmingly low literacy levels among Afghans in Pakistan.

legal framework leads to ad-hoc and temporary approaches and exposes the management of refugees to unpredictable and difficult-to-control political/security developments. One example in point is the temporary validity of Proof of Registration (PoR) cards, which has been repeatedly interpreted as a deadline for the stay of Afghan refugees in Pakistan and, coupled with delays with regard to the extension, has created pressures for Afghans to return.

Although numerous efforts are underway to cater to the educational needs of Afghan refugee children in Pakistan, the uncertain and unpredictable stay of Afghan refugees in the country, poverty, cultural sensitivities in terms of strict "Pardah (veil) System", early child marriages, and low prospects for employment are some of the contributing factors for the alarmingly low literacy levels among Afghans in Pakistan.

Much emphasis for the last decade has been on Afghan voluntary repatriation and immediate assistance in the form of food and shelter, while developmental needs of education, health, and economic empowerment have remained a subsequent priority. The deteriorated infrastructure of schools in refugee camps, unavailability of qualified trained teachers, accessibility issues for young adolescent girls, seasonal movement to Afghanistan and not catching up with schooling after return, non affordable private schooling outside camps, and non compatibility of Afghan curriculum with the Government of Pakistan curriculum are the big hurdles.

There is some hope that the education strategy for Afghan refugees in Pakistan, that has been developed on the basis of the UNHCR Global Education Strategy 2012-16, will focus on advocacy with government actors on access of refugee children to public schools by leveraging RAHA projects and in cooperation with other UN agencies (UNESCO and UNICEF). The aim is to provide primary education in refugee villages, including payment of teacher incentives, rehabilitation, upgrading of school facilities, and provision of school supplies. The Afghan refugee education strategy also aims to support community-initiated primary schools, train teachers at the diploma certificate level, and introduce formal student assessment procedures and competency-based learning (including basic competencies such as numeracy in the syllabus). Furthermore, the strategy includes expanding home-based girl schools to increase girls' access to education and opportunities for higher education.

Continued loss of promise

The case of Syrian refugees

By Refat Sabah, Arab Campaign for Education for All -ACEA
Translated and edited by Sawsan Al Refai



Refat Sabah

We do not have to dwell a lot on numbers. Statistics are available in one way or the other. Statistics await the reader, but Syrian students outside classrooms cannot wait.

Refugee children fall in the crack of huge demands of national education systems at times of peace, let alone during war. More schools, more teachers, and more books are needed every hour. However, accommodation of newcomers to an already exhausted and needy system goes beyond providing just “more”. It is far more complicated than that. As stability is considered a pre-requisite for child-friendly education, as well as a pre-requisite for education systems to progress, war and displacement disrupts this steady and slow journey drawing education systems back many many

miles. In these times, students in refugee camps fear everything. They fear uncertainty the most. Education policy makers do not only fear depletion of human and financial resources, they fear also failure of adequate targeting, conflicts between hosting communities and refugees, and also fear to put lives of children at risk during their journey to school. These are among many other fears.

Maybe more than 240,000 Syrian refugees in Jordan who are school-age children are waiting. While thousands of these children are already enrolled in schools, many more are still out of school, along with thousands of Jordanian children who the education system has failed to fulfill their dream to. Their right to education has been pushed down the priority list due to more focus on other needs like food and shelter.

This is combined with dwindling resources earmarked for education for emergencies.

The situation has been severed by lack of experience in Jordan on education in emergencies despite the long history of refugee influx from different countries in emergency.

Many international actors are contemplating aspects of the possible Syrian refugee education crisis. The “No Lost Generation” initiative has not yet prevented loss of Syrian children from education. While alternative schooling and non-formal education have been attempted as an innovative way to educate refugee children, longer term solutions are still far-fetched.

A delayed and less than perfect



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response to the Syrian children education crisis does not mean that the Jordanian government has not reacted. There were attempts to expand schools into to double-shifts and classes were allowed to contain an enormous numbers of students. However, compared to the volume of international aid given, the barriers to access to education by Syrian children remain huge.

These barriers are structural, legal, financial, and others. Therefore, considering alternative spaces for learning as the magic wand is not realistic. Apart from non-formal education lacking certification from national education bodies in Jordan, the education system there has yet to prove that it has accommodated sufficient number of Syrian children and has responded effectively to their learning needs.

Alternative education needs to take into consideration aspects of sustainability, including sustainability of funding resources, constraints to education reform and school enrollment, and provision

of adequate psychosocial support for students who have experienced trauma of displacement and/or abuse.

The environment of actors responding to the education crisis of Syrian children remains uncoordinated and competitive. The efforts to the crisis are still fragmented and short-term. More sustainable

programmes are needed. Genuine collaboration between national and international actors is mandatory. Deep analytical examination should take place of the different factors at stake.

All actors should carry responsibility - the UN and international organisations, teacher syndicates, NGOs, the media, and all other relevant stakeholders.

Syrian children and vulnerable host community children should be taken into consideration with equal value through a long-term, development-oriented approach mindset that recognises the education of Syrian children as a “crisis”.

In the year when the slogan for education is “increase spending on education”, Syrian children are at a very long distance from post-2015 education goals. Education in crisis is not just an objective on its own but rather a cross cutting aspect for all education objectives.



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