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MASTER THESIS

**Strategy Development in the context of Quality Frameworks for
Education in Emergencies - The case of British Council in Greece**

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Keywords: education, education in emergencies, non-formal education, quality assurance

Abstract: Strategy Development in the context of Quality Frameworks for Education in Emergencies can be a great tool for education providers for supporting refugee children's integration to formal education and society in Europe. In this MA thesis, the aim was to identify existing quality assurance frameworks, evaluate them and apply the most relevant one to a case study; the British Council Learning Centre at Skaramagas Refugee Camp. This experience, led us to conclusions around strategic principles for the development of Non Formal Education programmes for refugee children.

Περίληψη: Η ανάπτυξη στρατηγικής στο πλαίσιο πλαισίων ποιότητας για την εκπαίδευση σε περίπτωση έκτακτης ανάγκης μπορεί να αποτελέσει ένα εξαιρετικό εργαλείο για παρόχους εκπαίδευσης που στοχεύουν στην ενσωμάτωση των παιδιών προσφύγων στην τυπική εκπαίδευση και την κοινωνία στην Ευρώπη. Ο στόχος αυτής της πτυχιακής εργασίας ήταν να εντοπιστούν και να αξιολογηθούν τα υπάρχοντα πλαίσια διασφάλισης της ποιότητας και να εφαρμοστεί το πιο σχετικό σε μια μελέτη περίπτωσης και συγκεκριμένα στο Εκπαιδευτικό Κέντρο του British Council στο κέντρο φιλοξενίας προσφύγων στο Σκαρμαγκά. Αυτή η εμπειρία μας οδήγησε σε συμπεράσματα γύρω από στρατηγικές αρχές για την ανάπτυξη προγραμμάτων μη τυπικής εκπαίδευσης για τα παιδιά πρόσφυγες.

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List of abbreviations

BC	British Council
CAF	Common Assessment Framework
DFID	Department for International Development (United Kingdom)
DRC	Danish Refugee Council
ECHO	European Civil Protection and Humanitarian Aid Operations
ESWG	Education Sector Working Group
INEE	Inter-Agency Network for Education in Emergencies
IOM	International Organization for Migration
IRC	International Rescue Committee
NFE	Non Formal Education
NGO	Non-governmental organization
SDGs	Sustainable Development Goals
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

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1 Background

Today, there are 16.1 million refugees worldwide under UNHCR's mandate. More than half are children, and six million are of primary and secondary school-going age.¹

One million refugees and migrants transited through Greece in 2015 and 2016 during the emergency, along the Eastern Mediterranean route through Turkey to Europe. After the closure of the Balkan route, and with the implementation of the Joint EU-TUR Statement on 20 March 2016, some 50,000 people remained in Greece. Many of those remaining in Greece sought asylum in the country.² During the past three years, refugees entering Greece mostly come from Syria, Afghanistan, Iraq, Iran & Pakistan.

Between January and March 2017, one in four of the 29,758 refugees and migrants entered Europe by sea were children. During the same period of time, close to 25,000 children have claimed asylum in Europe, while around 24,600 remain stranded in Greece and the Balkans.

So far in 2017, a total of 2,500 children at risk had access to regular structured education in Greece. Children from various nationalities that have been out of school for months or even years and require access to education. For the younger children, that means that they have never been to school, while the adolescents have missed out on important years of their education and development. This adds an extra element of complexity to the education planning, in particular the inclusion of the refugees into the Greek school system.

In Greece, a Ministerial Decision³ issued in August 2016 provided the establishment of preparatory/reception classes for all school-age children aged 4 to 15. This programme is implemented in public schools neighbouring camps or places of residence. According to the information provided by the Ministry of Education, children aged between 6-15 years, living in open temporary facilities, will be enrolled in afternoon preparatory classes from 14:00 to 18:00 in neighbouring public schools identified by the Ministry. They are taught Greek as a second language, English language, mathematics, sports, arts and computer science. The Ministry's plan primarily targets the estimated 18,000 refugee and migrant children of compulsory school age (1.4% of the total student population in Greece).

Children aged between 6-15 years, living in dispersed urban settings (such as relocation accommodation, squats, apartments, hotels, and reception centres for asylum seekers and unaccompanied children), go to schools near their place of residence and enrol in the morning classes alongside Greek children, in schools identified by the Ministry. This is done with the aim

¹ UNHCR, 2016, Global Trends – Forced Displacement in 2015:

<http://www.unhcr.org/statistics/unhcrstats/576408cd7/unhcr-global-trends-2015.html>

² According to data presented by UNHCR <https://data2.unhcr.org/en/situations/mediterranean/location/5179>

³ Ministerial Decision 152360/ΓΔ4/2016, GG 3049/B/23-09-2016, available at: <http://bit.ly/2IbVkJGP>.

of ensuring balanced distribution of children across selected schools, as well as across preparatory classes for migrant and refugee children where Greek is taught as a second language.⁴

Although the refugee education programme implemented by the Ministry of Education is highly welcome, its implementation rate is slow, while a significant gap remains in the provision of pre-school education, senior secondary (over the age of 15), higher education and vocational training. The education sector faces problems with regard to refugee children's integration in Greek schools and a gap persists in meeting the needs of children who have missed years of schooling due to conflict or displacement and require catch-up programmes. According to UNHCR, UNICEF and IOM⁵, only 29% of the estimated 12,000 school age children (6 to 17 years old) in Greece, attend formal education and another 35% are covered by non-formal education activities. 36% of children (including 40% of all children in urban areas) are not attending any type of education. Main reason for dropping out of school, as reported by children, relates to difficulties with the language and level of education.

According to the Education Sector Working Group in Greece (ESWG)⁶, between January and April 2017 non-formal education activities took place in 95% of the refugee camps. Following the patterns of the refugee and migrant movements, several non-formal education partners started operating around hotels and apartments in urban areas. In Ioannina, buses are transporting refugee children from hotels to urban non-formal education centres. According to the survey conducted by the ESWG on urban (off-site) education, 13% of the children are accessing formal education (mainly regular Greek classes) while another 45% are attending non-formal education programmes.

⁴ Ministry of Education, Q&A for access to education for refugee children, 1 February 2017, available at: <http://bit.ly/2malzAv>.

⁵ UNHCR, UNICEF, IOM (June 2017), Refugee and Migrant Children in Europe Accompanied, Unaccompanied and Separated Quarterly Overview of Trends January - March 2017

⁶ ESWG (June 2017) EDUCATION-Sector Achievements Dashboard Jan-April 2017

2 Theoretical Framework

2.1 International legislative actions

In 2017 humanity finds itself 69 years after the Declaration of Human Rights and the establishment of basic education as a fundamental human right. This fact comes again to the forefront in the Convention on the Rights of the Child that will be set forth in 2 September 1990⁷. In addition to this, the 1990 World Conference on Education for All in Jomtien⁸, Thailand is setting the goal where every child should have access to basic education; “by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.” (The Education Imperative, 2003:14-15, World Declaration on Education for All, Unesco; Sommers, 2003)

Ten years later, at the beginning of the Millennium, in the context of Education for All, the goals are set up once again regarding basic and quality education; for the World Educational Forum that was held in Dakar in 2000 the aim was clear; to stabilize the access of children and youth to basic-primary education universally. In this turbulent half of the century, full of wars and armed conflicts, one can imagine the necessity to ensure that every people on earth will have access to basic education, in particular in cases that the war- and postwar- periods last for so long that a whole generation might never have the possibility to join school. (The Education Imperative, 2006)

Since the beginning of this educational demand, there have been challenging social and political events worldwide that impose a redefinition of the aims and the means of its application; in order to respond effectively and more accurate to the new conditions. (Hoppers W., 2006) In this context a new terminology arises to respond to the public appeal for education (Sinclair, 2001). In the majority the quest is one and only; to protect the right to education even in times when the schools are closed, broken down, or the access to them is denied, meaning that another mechanism shall be put in motion, namely, “education in emergencies”.

Since the 60s refugee education was a field of practice, deeply embedded in the experiences of locally-based UNHCR education officers. After the Convention on the Rights of the Child, refugee education was also approached as a field of policy. In this environment, UNHCR publishes four sets of guidelines over seven years, between 1988 and 1995. These guidelines provided detailed guidance for field-level educational operations:

1988: Organising primary education for refugee children in emergency situations: guidelines for field managers (UNHCR, 1988)

1992: Guidelines for educational assistance to refugees (UNHCR, 1992)

⁷ Convention on the Rights of the Child, United Nations Human Rights, Office of the High Commissioner <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

⁸ World Declaration on Education for All, Unesco <http://unesdoc.unesco.org/images/0012/001275/127583e.pdf>

1994: Refugee children: guidelines on protection and care (UNHCR, 1994)
1995: Revised guidelines for assistance to refugees (UNHCR, 1995)
2003: UNHCR Education Field Guidelines (UNHCR, 2003b)
2007: UNHCR Safe School and Learning Environment Guide (UNHCR, 2007c)
2011: Ensuring Access to Quality Education: Operational Guidance on Refugee Protection and Solutions in Urban Areas (UNHCR, 2011d)
2011: UNHCR Education Policy and Guidelines (UNHCR, 2011)

2.2 What can be described as education in emergencies?

““Emergency situations” affecting education are defined as all situations in which man-made or natural disasters destroy, within a short period of time, the usual conditions of life, care and education facilities for children and therefore disrupt, deny, hinder progress or delay the realisation of the right to education⁹.” In a general form, Education in emergencies includes all the formal and non-formal methods of education and learning processes that are offered to children and youth whose access to their national education system has been disrupted due to war, national disaster or else (Sommer, 2003). Education in emergencies is a relatively young field both operationally and even more so in terms of research and evidence.

Margaret Sinclair suggests the terms “emergency education”, “educational emergency” and more to describe the complex system and methods of reaction according to the international humanitarian organisations of UNHCR and UNESCO. (Sinclair, 2001) According to INEE (International Network for education in emergencies) “Education in emergencies’ refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives. Common situations of crisis in which education in emergencies is essential include conflicts, situations of violence, forced displacement, disasters, and public health emergencies. Education in emergencies is a wider concept than ‘emergency education response’ which is an essential part of it.”

What can be extracted from the above is that the term “education in emergencies” purely describes the efforts against a system under crisis, be it natural disaster, war or conflicts, to underpin the accessibility of the children and youth on education in their national context or in host countries. “Providing education in emergencies not only ensures that children realise their right to education, it provides them with a sense of hope and normalcy when their lives have been disrupted, promotes their psychological and social wellbeing and cognitive development, and lessens the risk that they will be recruited into dangerous activities. Providing quality

⁹ Report of the Committee on the Rights of the Child on its General Discussion on the Right of the Child to Education in Emergencies Situation, 2008 www.right-to-education.org

education in emergencies is among the best ways to mitigate the impact of conflict on children, and it helps lay a solid foundation for peace and development. The international community has recognized the importance of education in emergencies in several very important ways.” (Sommers, 2003) It is interesting for our research to note that both Sommers and INEE highlight not only the importance of education but they refer to the aspect of quality in education.

Though the impact of education in emergencies, within the whole system of what we may call humanitarian development and evolution, has long ago been identified for building a safer and more peaceful world, its implementation in each and every national or community context is a unique case full of disturbances and challenges to overcome. “The prevalent belief about the impact of education on conflict is still that education is inherently a driving force in conflict prevention – although there is no evidence to back up proof for this assumption.” (Blumör & Buttlar, 2007:5)

2.3 Why education is such an imperative in these cases?

There is no need at this stage to question the multifold value of education in the humanitarian, the social or/and the political spheres of the world. There is the need, though, to remind the positive, relieving, strengthening role that education plays in the lives of children, youth and all those who didn't have the chance to attend any form of school, be it primary, community or else and that it will be developed later on in the present research. Education is critical to many aspects of a child's cognitive, social, and emotional development. Research has concluded that establishing a sense of normalcy through structured activities such as school, play, and sports is crucial to the healing process and wellbeing of children affected by conflict.” (The education Imperative, 2003: 15) Adding to this, education can also offer a whole range of activities, skills-development and practices to give rise to new ways of reconstructing life and civil society from scratch.

2.4 What are the objectives set by a host country regarding education in emergencies?

Coming now to the case-study of a host-country, the purposes and aims of education in emergencies cannot of course change dramatically; there is, though, another side of the facts that include new approaches regarding issues of hospitality and making a brand new and foreign place look safe and peaceful. “Supporting education during crises strengthens these communities, preparing community members for eventual repatriation and reintegration, and providing the foundation for development of peaceful, postwar communities. Quality schools offer a semblance of normal community life and a platform for encouraging women and youth to become more involved in humanitarian activities and decision-making. Peace and civics education programmes can support tolerance for the views of others and contribute to an

understanding of democratic political systems. In this way, education can help counteract movements toward authoritarian rule or community violence.” (The Education Imperative, 2003:15) The ways and multiple issues to consider while host-organizations are trying to implement their programmes are mentioned in more detail in the present paper.

2.5 The role of quality education in the development of refugee children

Armed conflict is one of the greatest obstacles to progress in education. In conflict affected countries, 21.5 million children of primary school age (35% of the total) and almost 15 million adolescents of lower secondary age (25%) are out of school.¹⁰

Access to education is a basic human right, a protective factor for refugee youth, and is linked to better lives for children and youth, reduced incidence of early marriage, healthier families, and economic growth for communities. Well-designed formal and non-formal peace education can reduce student aggression, bullying and participation in violent conflict. Education needs to be integrated in international peacebuilding agendas, but security issues tend to be prioritized instead. Relevant and responsive formal and non-formal education (NFE) offers stability and purpose, opportunities to rebuild social capital, re-establish a routine and continued essential development of skills and knowledge for future generations (Ackerman, Jalbout and Petersen, 2014; Mercy Corps, 2014; Save the Children, 2008). If they receive safe education of good quality during and after an emergency, children and youth are less exposed to activities that put them at risk. They also acquire knowledge and mental resources that increase their resilience and help them to protect themselves.

As Filippo Grandi, UN High Commissioner for Refugees stated¹¹ “We are not acting fast enough. All too often, education for refugee children is considered a luxury, a non-essential optional extra after food, water, shelter and medical care. It is the first item to drop off the list when funding is short, as it is today. The figures tell this sorry story: one in two refugee children have access to primary school, which declines to fewer than one in four enrolling in secondary school, dropping to a pitiful one in 100 having the opportunity to continue their studies at university or elsewhere. This needs to change. By educating tomorrow’s leaders, be they engineers, poets, doctors, scientists, philosophers or computer programmers, we are giving refugees the intellectual tools to shape the future of their own countries from the day they return home, or to contribute meaningfully to the countries that offer them shelter, protection and a vision of a future.”

At the same time, existing evidence shows that communities and children especially, prioritise education over and above a number of other issues in contexts of emergency. (Nicolai S. ,Hine

¹⁰ UNESCO, (2016) Global Education Monitoring report Education for people and planet: Creating sustainable futures for all

¹¹ UNHCR (September 2016) Missing out refugee education in crisis, <http://www.unhcr.org/starting-out.html>

S., 2015) In emergencies, international humanitarian actors support affected people and protect their human rights. Yet, education is not part of every humanitarian response and, as a result, children are out of education for weeks, months or even years. Given that the average conflict lasts 10 years and that children and families remain in internally displaced persons' (IDP) camps for an average of 17 years, it is crucial to provide education from the outset of every humanitarian response. (Save the Children, 2008)

Although the potential value of education as a source of protection in emergencies is commonly recognised often advocates of child protection and the right to education within the humanitarian aid sector recognised that there was little coordination of educational efforts, limited funding and no solid foundation of accepted good practice on which to base their interventions in humanitarian contexts. (Kirk J., Cassity E. , 2007) According to Pigozzi, Education is not a relief activity; it is central to human and national development and must be conceptualized as a development activity. In emergency situations educational activities must be established or restored as soon as possible. She also highlights that children in emergency situations must be able to participate in quality primary education that includes the same “core” of skills, knowledge, competencies, values and attitudes that constitute a basic education, and to which the world committed in 1990 at the Jomtien conference on Education for All (EFA). (Pigozzi M.J., 1999)

“Based on a review of literature on programming for youth in conflict and post-conflict settings, Sommers strongly recommends pressing ahead with qualitative evaluations of programmes, and with the development of strategic planning, coordination and networking, and investigations into the mobility and location of war-affected youth.”(Sommers, 2003)

Based on these needs, what people are calling for the last decades is for a process that will enable the qualitative evaluations of the already applied programmes. That would not only open the way to the aforementioned strategic planning but also would favor further coordination, networking, research and a more complete assessment.

2.6 Formal and non-formal education practices in the context of education in emergencies in host countries

In most contexts, Education is viewed as a state responsibility, with legislation aimed at supporting universal access to basic schooling. In most case, this means that the state should provide education directly. The institution in charge of education (for example Ministry of Education) is usually the most widespread institution in a country; its size, as well as its cultural, social and economic dimensions, make it one of the most difficult institutions to govern and manage. Adding all difficulties an emergency situation brings, alternative plans should be considered. (Rose, Greeley, 2006) In political and social crisis and emergencies the role of non-governmental organisations (NGOs) as frontline service providers is critical. The engagement

of NGOs in the provision of education services during crisis has the potential to ensure that a child in a conflict situation attains an education of some quality. (Mohammed, 2006) However, because the focus in international frameworks generally suggests that NGO provision continues to be seen as a second-best alternative to formal state provision, NGO programmes should be developed with the aim to have a complementary role to states' response. (Rose, 2009)

Ideally, coordination of the education sector response should be a collaborative activity, led by government with support from International Agencies and other organisations. In practice, this depends on the emergency context as well as government's infrastructure and staffing capacity and often personal relations, and even the interest and commitment of particular individuals. (Global Education Cluster, 2010)

In the process of ensuring the participation of the students within the new school environment and parallel to this, the quality of basic education in cases of emergencies, the non-formal education programmes stand as a great landmark. Alternative learning methods, experimental strategies of intriguing the lust to learn and explore knowledge replace the traditional educational system that in most of the cases differs a lot from the educational system of the countries displaced people come from. (Hoppers, 2006)

Though the interest about non formal education has been increased worldwide since 1970's, the focus on the nature and the influence of the NFE in the new methods of learning has been boosted most particularly in cases where the aim was social inclusion of specific marginalized, disadvantaged and/or vulnerable social groups within the society, a call of attention that has been initiated in the public discourse since 1990's (Hoppers, 2006). The methodology of the NFE lies exactly in the fact that meets the contemporary quest for international humanitarian principals, "responsiveness to learners' needs and interests; the interconnectedness of educational opportunities; respect for human rights; the promotion of equal opportunity for all; a culture of democracy and respect for diversity; and the establishment of effective forms of partnerships among stakeholders" (Hoopers, 2006:18)

In the early stages of the education in emergencies a number of actions are taking place regarding the place, the curriculum, the materials used, the training of the teacher and educators, ways to persuade children and youth to attending and getting actively involved but also the planning of the activities regarding the first steps towards education, mainly in cases that involve host-countries schools. "Initially, students can be organised in recreational and expressive activities that promote play, sportsmanship, and psychological recovery.[...] Faced with an array of newly surfacing issues and needs, education in emergencies usually includes targeted education modules and courses. These may include public health modules [...] peace education, life skills, and human rights courses that promote the nonviolent resolution of conflicts [...] public safety modules that educate people about avoiding landmines and preventing environmental

degradation [...] psychosocial and recreational activities that help children recover from trauma and adjust to protracted periods of difficulty” (The Education Imperative, 2003:17) There has to be a smooth, non-formal, playful period of engaging the participants with the routine of “learning”. Therefore, the role of non-formal education at these early stages of the education in emergencies is crucial and functions as a catalyst in the early process.

2.7 Problems and obstacles in research and common strategy planning and implementation on education in emergencies

Data collection and Analysis

As we can assume by searching for education in emergencies, publications come up with innumerable reports mainly from the sector of national and international non-governmental organizations, feedbacks from practices that need to be documented, reported and assessed and much fewer academic references on the topics. (Blumör & Buttlar, 2007:4; Tomlinson & Benefield, 2005) Blumör & Buttlar give a compact though illuminating overview of the prevailing situation in the field up until 2007. “Although the body of available publications has expanded in recent years, it still seems fair to describe the topic of education and conflict as a fairly large blank spot on the map of educational research. Several attempts have already been made to identify gaps in research” (Blumör & Buttlar, 2007:4) Apart from the fact that the majority of publication consists of papers providing information regarding case-studies in specific countries, what actually blocks the way to define a common strategy for education in times of conflict is exactly the uniqueness and the peculiarity of each and every case of the emergency call; “no publications were identified which provide a strategy to deal with the whole education sector of a country in conflict, that could reasonably be deemed a country strategy.” (Blumör & Buttlar, 2007:5)

While Blumör & Buttlar are trying to give a historical overview of education and conflict, they refer to the Encyclopaedia of Youth and War: Young People as Participants and Victims published by Victoria Sherrow in 2000 providing a comprehensive material on the subject of children and youth in times of war, as one of the few efforts to map out the field. From Emergency to Empowerment is the 1995 publication by AED and the Women’s Commission for Refugee Women and Children (Academy for Educational Development) that documented the range of the problems and challenges of refugee children in displacement. As Marc Sommers states (Sommers, 2003) the publication came out at a point that it was realized that within the decade of 1985-1995 the number of the refugees had doubled in size with a result of 90% of children having never been to school. “The publication explained the benefits of education for such children and explained how education helps bridge the gap between relief and development.” (Sommers, 2003)

So far the challenges of data-collecting and documenting the diverse traits of the case studies (number of children & youth, gender, age and more) is inherent in the nature of this kind of emergencies. It was so difficult to reach this kind of information about Iraq and Chechnya in the previous decade, (Blumör & Buttlar, 2007:5) as it is in today's situation in Syria, Afghanistan and where else. The same applies to the conditions of the present case-study in Athens, Greece. Factors such as unregistered people, people in transit and so on are making things more difficult for the purposes of mapping out the conditions.

What are the difficulties when implementing an education in emergencies' strategy?

There is a vast unknown field when a country comes at the point of practically dealing with this kind of alarm situation. "Most education programmes in conflict or post-conflict situations are run by international agencies, and cover only a small part of the educational needs of the country as a whole. Thus, their publications focus only on the aspects of the education system relevant to their own programmes." (Blumör & Buttlar, 2007:5) The same applies in the context of the host countries as they go at first through the welcome phase and parallel to this they try to establish a "routine", a systematic approach to delivering goods and services regarding the basic needs such as shelter, nutrition, education. In the majority of these cases the hands-on approach must be immediately responsive though the needs that should be covered great in number. Inevitably, there is a gap to bridge between the educational systems (this of the host-country and that of the educational background of the EDP).

Evaluation and identification

"Hardly any literature was identified which identifies the effectiveness of education programmes in conflict, including the role of curriculum and pedagogy in conflict. It seems fair to assume that evaluation reports do exist, but that these are not freely available to the public.(Blumör & Buttlar, 2007:6)" This lack of data and quality assessment regarding already existing programmes lives limited space for research and development towards a common strategy in the national context. According to INEE 'Quality education' is education that is available, accessible, acceptable and adaptable. Over the longer term, quality education can be a critical ingredient in the reconstruction of post-conflict societies. Quality education can promote conflict resolution, tolerance and a respect for human rights and can increase children's earning potential, enable them to keep their families healthier and improve their ability to break out of the poverty cycle. Quality education plays a critical role in normalising the situation for the child and in minimising the psychosocial stresses experienced when emergencies result in the sudden and violent destabilisation of the child's immediate family and social environment. It is essential in assisting

children to deal with their future more confidently and effectively, and can be instrumental in making it possible for them to develop a peaceful society. (Pigozzi, 1999, UNESCO, 2016)

At the same time, quality education is the anchor that will keep children in the classroom, encouraging them to continue to the end of primary school and transition to secondary and beyond. For that reason, education has a protective effect only if it is of good quality. Knowing that their children are learning is an incentive for parents to send their children to school and make sure they attend regularly. The key to quality lies in sound and inclusive education policies as well as motivated and well-trained teachers. However, teachers are often in short supply where there is an influx of refugees, even in high income countries.¹²

Providing quality education to all is primarily the responsibility of national authorities, delegated to ministries of education and local education authorities. In emergencies, other stakeholders – multilateral organisations like the United Nations (UN), national and international NGOs and community based organisations – also undertake education activities. In contexts where the relevant local and national authorities are unable or unwilling to meet their obligations, these stakeholders can assume responsibility for education provision.

3 Non formal education for refugee children in Greece

Non formal education was defined in 1974 by Coombs and Ahmed as "any organised, systematic educational activity, carried on outside the framework of the formal system". According to INEE, "non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programs are characterized by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programs, literacy, and numeracy." Formal education distinguishes itself from NFE because of its highly standardised, hierarchical, and often state-sponsored and mandatory curriculum, which culminates in nationally and internationally recognised qualifications (UNESCO 2006). This leaves NFE to cover all forms of organised and intentional learning outside formal primary, secondary, tertiary, and sometimes vocational schooling.

According to INEE, non-formal education responds quickly to new educational needs" (INEE, 2010). Consequently, non-formal education is particularly useful for refugees who are excluded from or are unwilling to enroll in formal schooling and require immediate access to alternative

¹² UNHCR (September 2016) Missing out refugee education in crisis, <http://www.unhcr.org/starting-out.html>

forms of learning. Literacy and numeracy programmes are one of the more frequently cited forms of NFE within refugee populations (Hoppers 2006; IIEP 2006; Preston 1991; Retamal 1988; UNESCO, 2006; Williams, 2001).

Personal and community development programmes are important for refugee communities, as they assist in establishing societal bonds, cooperation and interaction procedures, leadership, as well as religious and political organisation (Williams, 2001). Personal and community development programmes include cultural institutions, music and dance programmes, and drama activities; sports, recreation clubs, and fitness centers; self-help therapy groups and youth service projects; as well as study visits and community education (IIEP, 2006). Expressive physical and artistic activities are proven to significantly help people in processing their experience of war, migration and loss, and can be invaluable to promote resilience and strengthen coping mechanisms (INEE, 2010; Save the Children, 2013). The format of personal and community development programmes ranges from groups, clubs, classes, centres of learning, and projects, making it the most flexible and accessible of the types of NFE. Activities may be refugee or organisation-led, but are less likely to be led by host governments, as they tend to involve themselves in NFE activities more closely associated with formal education. These activities may also include support services like personal counselling, food and nutrition support, and childcare; language learning as well as out-of-school skills development in health and life skills. (Bonfiglio, 2010)

In Greece, the integration of refugees in schools started at the end of 2016. Until then, only NFE activities in camps and urban areas were implemented either by NGOs or by independent volunteers and the refugees themselves. According to the announcement of the Greek Ministry of Education “Cooperation of Ministry of Education with International Organisations, NGOs on refugee children’s education” on 6 September 2016¹³, “the International Organisations and the Non-Governmental Organisations can operate in the field of refugee education (non-formal) in hours and days which do not overlap with the timetable of the Ministry for the nurseries and the reception classes (daily from 2-6 pm). In order to provide any kind of activities engaging with refugee education, organisations need to obtain accreditation from the Institute for Educational Policy (IEP)... In cooperation with the Ministry, NGOs and International Organizations can play an important role in areas such as providing material-technical infrastructure, vocational and technical training, adult education, teaching of refugees’ native languages (e.g. Arabic and Farsi) but also other languages such as English, French and German, and informal education (vocational, athletic, and various creative activities).”

¹³ <https://www.minedu.gov.gr/prosf-ekpaideusi-m/23730-06-09-16-synergasia-yppeth-mko-gia-tin-ekpaidefsi-ton-paidion-ton-prosfygon-3>

4 The British Council Skaramagas Learning Centre

The Skaramagas Learning Centre was created in the framework of the “Education Activities for Skaramaga Refugee Camp” programme that aspires to contribute to the special educational needs that have risen for refugee children as a result of the drastic change in their life conditions. The project aims to encourage stability and continuation in children’s education and enable their integration into Greek society, through different activities. The project is funded by UNICE, DFID (Department of International Development, UK) and European Commission (ECHO fund) and it started in August 2016.

The core purpose of this educational project is to create a more stable environment for the refugee children that will enable access and continuity in their education. In addition, the programme aims to offer them the opportunity to develop essential skills that will help them adjust in their newly developed life conditions and facilitate their integration to Greek society and school system. Consequently, the re-entrance to the familiar environment of a classroom for the older children or the first learning experience for the younger ones will provide a positive impact on their psychology and enhance their confidence and potential.

Since November 2016, the Skaramagas Learning Centre has been supporting over 300 children (60 children aged 3-5 and 190 children aged 12-17) cumulatively, with the following activities:

- English language for children from 12 to 17
- Life skills activities for children from 12 to 17 through Drama, Physical Education, Art, Photography and Digital Literacy
- Early learning activities for children with their parents from 3 to 6 years old

In parallel to the above activities, and in the framework of the same project, a number of capacity building activities for teachers, trainers and volunteers working with refugee children were developed. These activities aim to enhance and expand the programme and provide the community with professional development and tools for the smoother integration of refugee children in Greek society. The activities include:

English for Refugee Teachers: Since the Skaramagas Refugee Camp opened, a group of refugees created the Hope School. The Hope School is an independent and inclusive school funded by a group of Syrian refugees for the children refugees who recently arrived in Greece regardless of their nationality. It was initiated out of the belief that education is a basic human right for all and not a privilege. It started under a tent in Piraeus port. Today, it operates from Skaramagas Refugee camp and counts more than 600 children. So far more than 20 refugees

volunteering teachers are providing classes along with other volunteers from Greece and the rest of the world contributing to the sustainability of this adventure and planting everyday seeds of hope in the children hearts.¹⁴ Hope School volunteers supported British Council's initiatives from the very first day. Acknowledging this contribution, the British Council offered English language courses to Hope School teachers for free.

World Voice: World Voice is a versatile music and education programme that enriches the lives of children across the world. In the frame of the project, the British Council works with teachers from a diversity of cultural and educational settings, ranging from schools in the UK to refugee communities in the Middle East to teachers in the remote highlands of Kashmir, India. World Voice provides non-music specialist teachers with pedagogical resources and techniques to use singing in their classrooms, not only to support pupils' musical development, but to enhance their learning in a wide range of subjects. The voice is an instrument available to every child and teacher without additional resources. In the framework of this project, 35 teachers and trainers working in the field were trained on world voice techniques. A pilot was implemented in Skaramagas Learning Centre as well.

Living Together: The project includes capacity building for teachers and youth trainers and is based on interactive learning; this methodology has proved to stimulate groups and individuals to get actively involved in the procedure of learning and to improve significantly their communication and cooperation skills. The specific design of the activities aims at raising awareness about refugees and immigrants' situation around the world and clarifying some concepts and notions concerning the international legal status and at the same time, legitimization of refugees, emigrants and immigrants. The scope is to stimulate students to ask the right questions through enhancing their skills such as teamwork, observation, analytical thinking. 150 teachers and trainers from Athens, Thessaloniki, Ioannina received training on the material as well as on child protection and psychosocial development of refugee children.¹⁵

The project also includes the creation of a thematic video that promotes the fundamental right to education. In the light of rapid social change and in view of prevailing fear created by mass media and controversial discourses a well- developed thematic video could act as counter-damage to the public opinion. Such a video could prove to be influential in shaping public opinion in favour of the right to education for refugee children. This is a fundamental right that all children worldwide should have access to along with a safe environment to grow and develop in. In cooperation with Karpos, a short video is being developed with clear messages and powerful visual material, always in line with British Council Child Protection Policy. The video will be

¹⁴ Official page of Hope School: https://www.facebook.com/pg/HopeSchoolatskaramagas/about/?ref=page_internal, Video: <https://vimeo.com/181611343>

¹⁵ British Council (2017), Skaramagas Learning Centre leaflet

promoted in mainstream channels such as TV and get it viral on social media in order to assure greater impact and public reach out.

5 Methodology

This research is designed to create a body of knowledge in the field of strategy development in the context of Quality Frameworks, working on the issues of preparedness, response and recovery within education in emergencies' process as it was designed and implemented in the Greek context by British Council Greece.

The first step in our methodology was to review existing Quality Assurance frameworks in the field of education and especially in youth work and education in emergencies. The most relevant ones are presented in the section "Quality Assurance Frameworks" and one of them (Minimum standards for education: preparedness, response, recovery) was selected as basis for this work.

The framework was applied during the planning, implementation, and monitoring and evaluation of the operation of the British Council Learning Centre at Skaramagas Refugee Camp from November 2016 until July 2017. Although it was mainly applied by the author of this research, certain interviews took place throughout this period in order to collect as much information as possible by different actors. Among the people interviewed were:

- the Project Coordinator
- the Child Protection Focal Point and School Psychologist of the Learning Centre
- one English language Teacher
- one Life Skills facilitator

6 Quality Assurance Frameworks

“Based on a review of literature on programming for youth in conflict and post-conflict settings, Sommers strongly recommends pressing ahead with qualitative evaluations of programmes, and with the development of strategic planning, coordination and networking, and investigations into the mobility and location of war-affected youth.”(Sommers, 2003) Based on these needs, what people are calling for the last decades is for a process that will enable the qualitative evaluations of the already applied programmes. That would open the way not only to the aforementioned strategic planning but also would favor further coordination, networking, research and a more complete assessment.

As described by Fennes H. and Otten H., concepts and schemes show that quality in education needs to be considered at three levels:

- the macro-level, meaning the level of educational systems and policies at regional, national and European levels;
- the meso-level, meaning the level of individual educational institutions and organisations;
- the micro-level, meaning the level of the teaching-learning processes.

With respect to the structures of quality concepts and schemes the following main models could be found:

- Quality of structures (also referred to as “quality of context”): general conditions under which educational institutions and organisations are working (legal, organisational and social context); human resources, including competences of teachers/trainers and training of staff; educational, financial, infrastructure, technical and other resources etc.
- Quality of processes: the way in which educational organisations try to achieve their objectives – selection, design and organisation of contents and methods, consideration of the learners’ needs, guidance of learners, relation between teachers/trainers and learners etc.
- Quality of outcomes and impact: the impact of the educational processes, such as the acquisition and development of knowledge, competences, motivation, attitudes, values etc. as well as the capacity, motivation and commitment to apply the competences acquired in future learning and work (Gruber, E./Schlögl, P.,2007 as presented by Fennes H. and Otten H., 2008).

Another model is structured according to the chronology of an educational activity:

- Input-Quality: an explicit and justified concept; planning which is based on needs, learner-oriented, research-grounded and ensuring accessibility; a transparent offer;
- Throughput-Quality: an infrastructure which is adequate for the intended learning process and which provides the necessary services; professional staff with subject-specific and

pedagogic competence; didactics which are motivating, adequate for the learners, experience-and activity-oriented, and providing for reflective learning;

- Output-quality: achievement and applicability of learning objectives; satisfaction with competences acquired, professional development and context; personal development (Arnold, R., 1997 as presented by Fennes H. and Otten H., 2008).

The first step for this research was to identify quality frameworks in education which could be used as basis for our research. Three frameworks were identified as relevant ones:

6.1 Common Assessment Framework (CAF)

“The Common Assessment Framework (CAF) is a total quality management tool developed by the public sector for the public sector, inspired by the Excellence Model of the European Foundation for Quality Management (EFQM)®. It is based on the premise that excellent results in organisational performance, citizens/customers, people and society are achieved through leadership driving strategy and planning, people, partnerships, resources and processes. It looks at the organisation from different angles at the same time: the holistic approach to organization performance analysis.”¹⁶ Soon, European CAF and education experts were gathered in order to develop an overall European CAF version for the Education and Training sector, intended for all teaching and training institutions in Europe, regardless of their level – from pre-school to higher education and lifelong learning. The CAF has five main purposes:

1. To introduce public administrations into the culture of excellence and the principles of Total Quality Management.
2. To guide them progressively through a fully-fledged PCDA (PLAN, DO, CHECK, ACT) cycle.
3. To facilitate the self-assessment of a public organisation in order to obtain a diagnosis and a definition of improvement actions.
4. To act as a bridge across the various models used in quality management, both in public and private sectors;
5. To facilitate bench learning between public sector organisations.

8 Principles of Excellence

As a tool of Total Quality Management, CAF subscribes to the fundamental concepts of excellence as initially defined by EFQM, translates them into the public sector/CAF context and aims to improve the performance of public organisations on the basis of these concepts. These principles make the difference between the traditional bureaucratic public organization and one oriented towards Total Quality.

Principle 1: Results orientation

The organisation focuses on results. Results are achieved which please all of the organisation’s stakeholders (authorities, citizens / customers, partners and people working in the organisation) with respect to the targets that have been set.

Principle 2: Citizen/Customer focus

¹⁶ The description is extracted from “The Common Assessment Framework (CAF), Improving Public Organisations through Self-Assessment, CAF Education 2013”

The organisation focuses on the needs of both, present as well as potential citizens/customers. It involves them in the development of products and services and the improvement of its performance.

Principle 3: Leadership and constancy of purpose

This principle couples visionary and inspirational leadership with constancy of purpose in a changing environment. Leaders establish a clear mission statement, as well as a vision and values; they also create and maintain the internal environment in which people can become fully involved in realising the organisation's objectives.

Principle 4: Management by processes and facts

This principle guides the organisation from the perspective that a desired result is achieved more efficiently when related resources and activities are managed as a process and effective decisions are based on the analysis of data and information.

Principle 5: People development and involvement

People at all levels are the essence of an organisation and their full involvement enables their abilities to be used for the organisation's benefit. The contribution of employees should be maximised through their development and involvement and the creation of a working environment of shared values and a culture of trust, openness, empowerment and recognition.

Principle 6: Continuous learning, innovation and improvement

Excellence is challenging the status quo and effecting change by continuous learning to create innovation and improvement opportunities. Continuous improvement should therefore be a permanent objective of the organisation.

Principle 7: Partnership development

Public sector organisations need others to achieve their targets and should therefore develop and maintain value-adding partnerships. An organisation and its suppliers are interdependent, and a mutually beneficial relationship enhances the ability of both to create value.

Principle 8: Social responsibility

Public sector organisations have to assume their social responsibility, respect ecological sustainability and try to meet the major expectations and requirements of the local and global community.

These principles of Excellence are integrated into the structure of the CAF Model and the continuous improvement of the nine criteria will in time bring the organisation to a high level of maturity. For each principle, four levels of maturity have been worked out so that an organisation can have an idea of its way forward towards excellence.

6.2 Quality assurance of non-formal education a framework for youth organisations

The European Youth Forum, along with contributing Member Organisations (MOs) developed a framework for Quality Assurance of Non-Formal Education, that not only provides organisations with tools for growth and self-improvement, but also functions as a clear signal to external stakeholders and society that Quality Education is a priority for youth organisations and should be recognised as such. The framework entails a cycle with a number of essential steps that lead from a first stage of common understanding among participating organisations and their projects to a final point of quality assessment, going through a process of peer feedback, group work and network based improvement for all actors involved. This quality assurance cycle consists of the following steps:

1. Preparation

All relevant actions to be considered during the preparation phase starting from needs analysis, aims and objectives, defining stakeholders and partners.

2. Kick of Meeting

The Kick-off meeting is the official start of the QA cycle. This is where everybody meets and creates a common ground on quality, each other's projects and the whole system.

3. Developing and sharing indicators

Although the framework suggests 11 indicators, because of diversity and nature of organisations, there is a need to be general enough to accommodate every possible reality when setting a list of parameters under which to assess quality in NFE. All stakeholders are involved in defining indicators and sub-indicators.

4. Feedback on indicators

Once sub-indicators are set by the organisations, the peer group is called upon to provide feedback, aiming to clarify or improve any points. Timing is of the essence here, and deadlines for subindicators and following feedback need to be set beforehand, so there is still time to work on indicators in a timely fashion within the timeline.

5. Event

Implementing the project/event acknowledging that indicators should be an integral part of the project from planning to implementation, to further moments of evaluation and assessment.

6. Report

Immediate evaluation in a written form

7. Feedback Meeting

Near the end of each QA cycle, at the Feedback Meeting the peer-group gets together once again to share their reports and give feedback on the whole process.

8. Reflection and eventual changes within the organisation

Discussing lessons learned and agree on eventual changes within the organisation.

6.3 Minimum standards for education: preparedness, response, recovery

The INEE Minimum Standards Handbook contains 19 standards, each with accompanying key actions and guidance notes. The handbook aims to enhance the quality of educational preparedness, response and recovery, increase access to safe and relevant learning opportunities and ensure accountability in providing these services. The INEE Minimum Standards Handbook is designed to be used during humanitarian response for planning, implementation, monitoring and evaluation. The INEE Minimum Standards are organised in five domains:

Foundational Standards: These standards are meant to be applied across all aspects of the project and promote the idea of holistic quality response. The focus of these standards is on the need for good diagnosis at all stages of the project cycle, in order to better understand the context and take appropriate decisions later.

Access and Learning Environment: the focus of these standards is on the access to safe and relevant learning opportunities. They highlight critical linkages with other sectors such as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being.

Teaching and Learning: the focus here is the effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.

Teachers and Other Education Personnel: standards in this domain cover administration and management of human resources in the field of education. This includes recruitment and selection, conditions of service, and supervision and support.

Education Policy: standards in this domain focus on policy formulation and enactment, planning and implementation.

7 Applying the methodology

From the three frameworks presented above, one had to be selected for the purposes of this research. Although CAF is more widespread than the other two it is more generic and in some cases it doesn't reflect the special needs, education in emergencies, require. The same could be mentioned for the "Quality assurance of non-formal education a framework for youth organisations" which additionally is meant to be used for ad hoc events and projects. The most relevant for this specific context is the "Minimum standards for education: preparedness, response, recovery". Nevertheless, the latter has a lot of similarities with the other two frameworks which proves that all of these tools are based on the same principles of holistic approach, beneficiaries' active involvement, on-going evaluation and monitoring and coordination.

In the following pages, the "Minimum standards for education: preparedness, response, recovery" framework is applied in the case of Skaramagas Learning Centre of the British Council. For each standard, a table is presented which includes:

Key actions: recommended actions by the framework

Implementation strategy: specific activities and actions planned for the implementation of the key actions

Results: what exactly took place and which were the main results

Except of the table, general comments on the implementation and results are presented with the aim to highlight lessons learned and give general comments on the effectiveness of the actions presented in the tool.

Due to the fact that the framework is applied in non-formal education context, the Education Policy Domain is not analysed as it is addressed to education authorities.

7.1 Foundational Standards

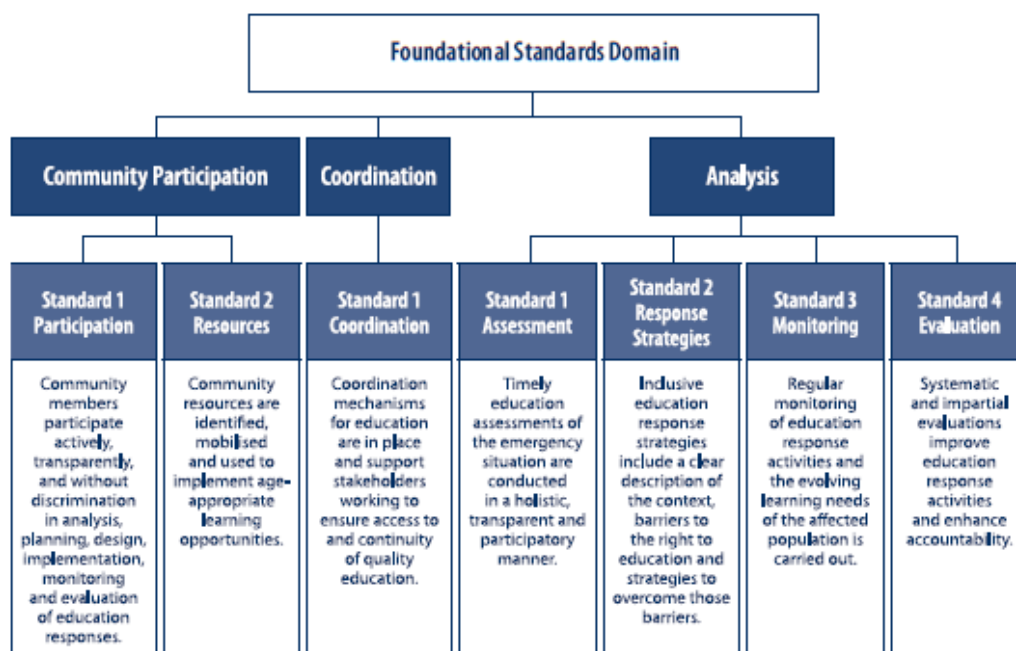


Figure 1 Foundational Standards Domain

Community Participation Standard 1: Participation

Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

Key actions	Implementation strategy	Result
A range of community members participate actively in prioritising and planning education activities to ensure safe, effective and equitable delivery of education	Open assemblies with parents and community members	A number of attempts to organise open assemblies with parents took place in September –October 2017. The British Council had a more passive role as the belief was that it was too early for this, given that there was a lot of uncertainty by the Ministry of Education. The environment was negative and the parents were full of questions that nobody could answer. This aspect was achieved through the active participation of Hope School which

		had a leading role in all activities however a gap is identified since Hope School is broadly recognised by the Syrian and Afgani communities however not recognised by Kurdish/Yazidi ones.
	Weekly meetings with education stakeholders in the camp including Hope School (Community based group of teachers)	Weekly meetings take place and are hosted by Hope School. Hope School provides with a lot of insights and knowledge about the backgrounds of people. They are very successful with keeping people calm, providing information about all educational programmes, and acting as cultural mediators. However, as mentioned above they are not recognised by all communities and often, although these weekly meetings were taking place, the stakeholders were not always acting as agreed and therefore there was a big lack of coordination.
	Protection Working Group (weekly meetings)	Representatives of each stakeholders were reviewing any kind of safety concerns of vulnerable groups in the camp (eg women, children) and collaborate with other stakeholders on how to intervene. They were in charge to create the Skaramagas referral pathway.
Community education committees include	Hope School was a community based group of teachers who were delivering	As mentioned, Hope School is not representing all the communities in the camp. It consists of only Syrian

representatives of all vulnerable groups	courses in mother tongues, mathematics, geography etc. They are chairing the weekly education meetings.	and Afgani teachers.
Children and youth participate actively in the development, implementation, monitoring and evaluation of education activities.	Participation of children and youth in education activities.	The whole project is based on a learner centred approach. Experiential learning and peer to peer learning methodologies are applied in all classes that require active involvement of the students.
A wide range of community members participate in assessments, context analyses, social audits of education activities, joint budget reviews, and disaster risk reduction and conflict mitigation activities.	n/a	n/a
Training and capacity building opportunities are available to community members	English Language Courses for Hope School teachers	From March 2017, Hope School volunteers could attend English language courses for free in BC premises.
	Capacity Building of Hope School teachers	Hope Schools teachers were also invited in training courses on Child Protection, Unconscious bias, World Voice
	Capacity Building of community members	In the parents and children space, parents had an active role, learning together with their children. A number of activities on “positive parenting skills for caregivers of children and adolescents” were

		hosted in the Learning Centre organised by International Rescue Committee involving parents.
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Table 1 Community Participation Standard 1: Participation

Implementing this standard is a very challenging task as although it is commonly recognised as a priority by all stakeholders, there is lack of understanding of the concept. A lot of organisations and agencies were interpreting participation only as direct involvement of young people and the community in decision making without creating the appropriate environment first. Expecting people to participate actively in the planning of their education or their children’s education before their basic needs are covered or before there is any specific plan from the Ministry or the organisations, can lead discussion to conflict and often to chaos. Poverty and bad health conditions prevent young people from dedicating their time to activities for active participation, as they need to struggle for the resources that support their existence.¹⁷ According to the youth mapping study of the Youth Working Group of the DFID - Civil Society Children and Youth Network¹⁸, development assistance should work for the benefit of youth (as target beneficiaries), with youth as partners, and be shaped by youth as leaders (Figure 2). This is an assets approach to youth participation in development.

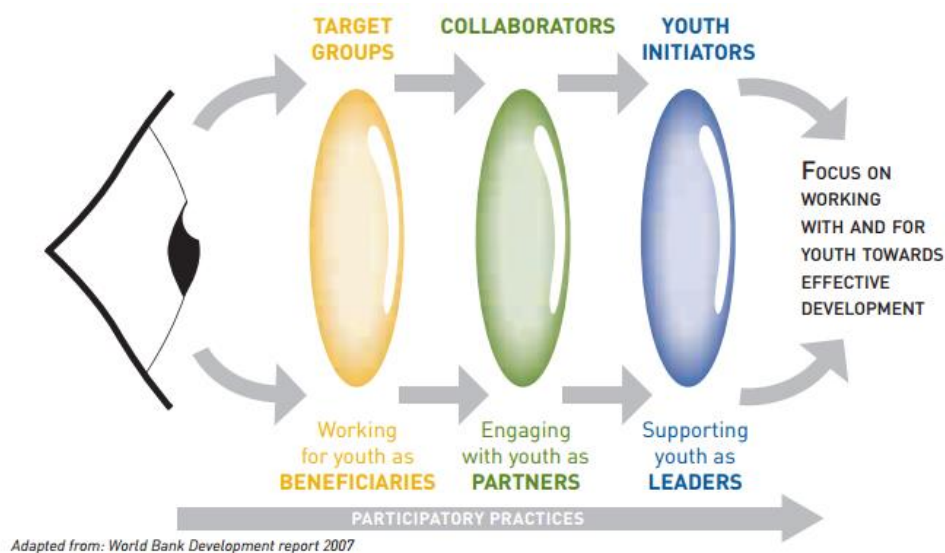


Figure 2 The three-lens approach to youth participation

It is important to consider all three lenses. Youth participation in development is often a combination of all three but it is a dynamic approach that depends on the local context and the development intervention one particular lens may be more appropriate. The ultimate aim is

¹⁷ Council of Europe, (2010), Mosaic: The Training Kit for Euro-mediterranean Youth Work

¹⁸ DFID/Maguire, S. (2007) ‘Youth Mapping Study – DFID’s Approach to Young People’

definitely to develop youth as partners and leaders, however, participation must develop from a foundational base. We should first empower them to develop their capacity to act, their skills and capabilities and their ability to change their own lives.¹⁹ The British Council approach was first to create a safe environment that is based on mutual respect. As described in the projects' Conceptual framework that the Center for Research and Practice of School Psychology of the National and Kapodistrian University of Athens developed, the project is based on the principles of social justice²⁰, children rights and multicultural school psychology/acclulturation. The last one refers to the changes in cultural attitudes, values, and behaviours that result from intercultural contact and is considered as one of the resilient factors that may help refugees deal with traumatic experiences. At the same time, a number of approaches were incorporated in the programme. The first one is around Schools as caring communities focusing on equity for all the members of school community by caring equally for each one of their members, going beyond core content to the psychological and social well-being of their students and promoting a sense of belonging/school engagement to their students. The second approach is safety which, as described in the conceptual framework, is considered by many professionals as one of the basic needs that must be met in order for the child to achieve its optimal cognitive outcomes and achieve its highest potential that need to be met as a result of schooling. A basic outcome of safe schools is positive school climate (Brock, Sandoval, Lewis, 2005). The third one is promoting resilience. The promotion of resilience via the enhancement of protective factors (e.g. positive self-conception, optimism, positive adjustment, positive climate and relationships, engagement) and the elimination of risk factors (e.g. traumatic stressful experiences, poor resources, conflicts) is considered as a crucial protective factor for individuals, families and communities towards possible diversities in future life (Hatzichristou, 2011. Hatzichristou & Lianos, 2016). The last two approaches are crisis response and trauma informed/sensitive schools. Children and adults that receive effective support in crisis are able to overcome their sense of helplessness, to adjust, to find new coping strategies and acquire higher levels of maturity. Addressing trauma's impact on learning is the centre of its educational mission on a school-wide basis.²¹ All the above, were implemented gradually, setting small goals each time and the whole process was time consuming. Participation was initially practiced through collection and discussion of expectations and rules. Punctuality, respecting diversity and gender equality were main principles that helped to create an atmosphere of trust and common engagement. Participatory methodologies as well as the use of arts to express emotions and ideas gave them the chance to have a say beyond

¹⁹ DFID–CSO Youth Working Group (2010) Youth Participation in Development A Guide for Development Agencies and Policy Makers

²⁰ Social justice is an advocacy-related construct that includes three specific but not always distinct, ecological system qualities that promote educational success and psychological wellbeing: access to necessary and appropriate resources, experiences of being treated with respect, and fairness (North, 2006).

²¹ Hatzichristou C., Lianos P. Yfanti T., Stasinou V., Athanasiou D. (2016), Conceptual framework of British Council's Education Activities for Skaramaga Refugee Camp project, University of Athens

the language limitations. At the same time, the role of the school psychologist and the cultural mediators was crucial for the successful expression of needs and concerns by the students.

Community Participation Standard 2: Resources

Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.

Key actions	Implementation strategy	Result
Communities, education personnel and learners identify and mobilise local resources to strengthen access to quality education	Collaboration with Hope School and parents	Hope School played crucial role in the success of the programme by supporting reaching out and enrolments of children as well as with translation and cultural mediation when needed. Soon, collaboration around teaching mother tongues took place with British Council providing facilities and equipment and Hope School teaching the languages.
		The involvement of parents was a goal from the beginning of the programme. During enrolments already, parents submitted their own educational and work background with the aim to be included and used if needed.
Education authorities, the local community and humanitarian	Parallel activities	Capacity building of Hope School, parental skills workshops in cooperation

<p>stakeholders recognise existing skills and knowledge and design education programmes to maximise the use of these capacities</p>		<p>with IRC as well as parallel activities for teachers/trainers/leaders working with refugees (World Voice, Living Together, Child Protection, Unconscious bias) are taking place at regular basis.</p>
<p>National authorities, the local community and humanitarian Stakeholders use community resources to develop, adapt and deliver education that incorporates disaster risk reduction and conflict mitigation</p>	<p>Collaboration with Hope school</p>	<p>Hope School played always a crucial role not only for cultural mediation but for conflict resolution as well.</p>
	<p>Selection of a doorman from Kurdish community</p>	<p>When selecting the doorman of the Learning Centre it was decided to offer the contract to a Kurdish man who could speak Kurmanji since the cultural mediators and Hope School could speak only Arabic and Dari while a big number of children from the Kurdish/Yazidi community was involved. This balance was much appreciated.</p>

Table 2 Community Participation Standard 2: Resources

Involving the community in education settings can be a great asset

The challenge when you rely on community resources is that there is lack of sustainability and stability. On one hand, two cultural mediators were recruited, as paid staff that soon their residence card expired and it was impossible to renew it within the framework of the project and with the implications of the law. On the other hand, Hope School teachers were volunteers by principle and throughout the year a lot of them were relocated. Often, using resources from the community is the only option but it involves a lot of risks. Apart of the lack of stability, child

protection is another risk that needs to be mitigated when working with volunteers and the community. According to UNHCR and Save the Children, sexual violence and exploitation of children appears to be extensive in refugee communities and involves actors at all levels, including those who are engaged to protect the very young children they are exploiting – UN staff, security forces, staff of international and national NGOs, government officials, and community leaders.²² British Council's policy on Child Protection requests a number of measures to be undertaken for employees (criminal record checks, references etc) and for community members there is a strict rule that apart of accredited staff, adults cannot stay with children without the presence of an accredited staff.

Coordination Standard 1: Coordination

Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

Key actions	Implementation strategy	Result
Education authorities, which are responsible for fulfilling the right to education, assume a leadership role for education response, including convening and participating in coordination mechanisms with other education stakeholders.	Not British Council's responsibility however supporting the Ministry and getting approval is needed	The project has the approval of the Ministry of Education and the Institute of Educational Policy
		British Council established excellent cooperation with Ministry's coordinators at the camp, respecting all their requests and seeking their opinion when needed.
		Supporting Ministry with enrolments in formal education system was a priority.
An inter-agency coordination committee coordinates assessment, planning, information	Participating in the regional Working Group	A representative attends the meetings of the Working Group

²² UNHCR, Save the Children (2002) Note for Implementing and Operational Partners by UNHCR and Save the Children-UK on Sexual Violence & Exploitation: The Experience of Refugee Children in Guinea, Liberia and Sierra Leone based on Initial Findings and Recommendations from Assessment Mission 22 October - 30 November 2001

management, resource mobilisation, capacity development and advocacy		
A range of levels and types of education are considered in coordination activities	Coordination with other organisations	Since the beginning our aim was to collaborate with the other actors with the aim to cover all ages and type of activities in the camp. For this reason, the British Council, took over the age group from 12 to 18 and the Children and Parents space while Save the Children took over the children 6 to 11. Other organisations were in charge of thematic and leisure activities.
Education authorities, donors, UN agencies, NGOs, communities and other stakeholders use timely, transparent, equitable and coordinated financing structures to support education activities.	n/a	UNICEF and ECHO hold this responsibility. British Council is the implementation partner. However, British Council, as a UK public body, is fully committed to transparency in decision-making processes and how programmes and services are provided. Transparency is an important aspect of the British Council's accountability to the UK public, Parliament and the people who participate in programmes and projects.
Transparent mechanisms for sharing information on the planning and coordination of	Information to be submitted for the Country UNHCR data portal	Submitting all requested information

responses exist within the coordination committee and across coordination groups		
Joint assessments are carried out to identify capacities and gaps in education response	n/a	British council doesn't have an active role on that.
All stakeholders adhere to the principles of equality, transparency, responsibility and accountability to achieve results	British Council transparency policy	British Council is the implementation partner. However, British Council, as a UK public body, is fully committed to transparency in decision-making processes and how programmes and services are provided. Transparency is an important aspect of the British Council's accountability to the UK public, Parliament and the people who participate in programmes and projects.

Table 3 Coordination Standard 1: Coordination

Coordination should be a key priority for all actors committed to respond to the refugee crisis. Greece has been accused for lack of coordination in several reports and articles in the last 3 years. According to Mediciens Sans Frontiers “Vulnerable people get left behind”²³ report the lack of leadership and willingness of the Greek authorities to cooperate with other actors has a serious impact on the coordination and planning of the response. The effectiveness of aid spending was repeatedly questioned with waste through corruption, bureaucratic delays or duplication widely cited. A lack of integrated planning, coordination and communication between key stakeholders was blamed. Coordination, insufficient as it is, is entrusted to international organisations such as the UNHCR or shared amongst various NGOs and representatives of local authorities, and creates uncertainty with a consequent negative impact on the reception of

²³ Mediciens sans Frontiers, (2016), Vulnerable people get left behind

migrants in Greece.²⁴ This lack of coordination was also noted in the field of education. Especially until December 2016, there was a lot of uncertainty with a lot of changes in Human Resources, delayed decisions and scepticism towards NGOs. Accreditation of programmes was delayed for 2 months, while the Ministry of Education kept a closed-door policy. Big international NGOs and Agencies tried to coordinate the development of Working Groups at regional and national level with the Ministry refusing to participate.

Analysis Standard 1: Assessment

Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

Key actions	Implementation strategy	Result
An initial rapid education assessment is undertaken as soon as possible, taking into account security and safety	Project Risk Assessment	Project risk assessment was implemented in 2 stages. First, during the preparation of the project proposal and then together with the recruited staff during project preparation which was summarised in the document “Risk assesment –project at Skaramagas Reviewed by staff members on 6/10/2016”.
	Child Protection Risk Assessment	Child Protection Risk Assessment took place even before it was agreed to proceed with the preparation of the proposal. Regional Child Protection Manager was contacted and thorough risk assessment took place which resulted to a first action plan for the period before the contract is signed.

²⁴ European Economic and Social Committee, (2015), EESC fact-finding missions on the situation of refugees, as seen by civil society organisations MISSION REPORT – GREECE 16-18 DECEMBER 2015

		Once the project started and the Child Protection Focal Point was selected, the official Child safe project plan and risk assessment was created which lead us to the specific actions to be implemented throughout the project delivery.
	Health & Safety Risk Assessment	<p>During preparation:</p> <ul style="list-style-type: none"> -General Requirements Premises and General Design Considerations were created and communicated to the Construction team. <p>Up on delivery of premises:</p> <ul style="list-style-type: none"> -Health & Safety checklist was completed <p>A number of rules and procedures were agreed and communicated:</p> <ul style="list-style-type: none"> -In case of fires/fire alarms -Guidance on closure or reduction in operations in an emergency -Emergency plan-guidance -Child protection policy -Code of conduct
	Situation Analysis and regular preparation meetings and visits with stakeholders	Number of meetings with UNICEF, Hope School, Open School of Piraeus, Camp Management and DRC.
	Meetings with camp authorities	Meetings with the NAVY, police at the camp.
The assessment collects disaggregated data that	Information Campaign leading to enrolment/	An information campaign was implemented together

<p>identify local perceptions of the purpose and relevance of education, barriers to access to education and priority educational needs and activities</p>	<p>collection of data for needs analysis</p>	<p>with Hope School (community representatives) and then several enrolment sessions took place. During enrolments, information about the background and especially level of education and skills was collected for both students and parents. Consent forms and information about data protection was communicated to the parents in their mother tongue.</p>
<p>Local capacities, resources and strategies for learning and education are identified, prior to and during the emergency</p>	<p>Participation in Coordination Working groups at camp and regional level.</p>	<p>Camp level: BC attending all camp coordination meetings of Education and protection Regional level: BC representative or UNICEF representative attending regional Working Group National level: UNICEF representative attending National Working Group</p>
<p>Context analysis is conducted to ensure that education responses are appropriate, relevant and sensitive to the potential for risks and conflict</p>	<p>Analysis of data collected during enrolment Placement tests Getting to know and needs analysis</p>	<p>BC incorporated context analysis for the enrolled students using data collected during enrolments, getting to know and needs analysis through interactive exercises and specialised placement tests (written and oral). A school psychologist was recruited as full time staff member.</p>
<p>Representatives of the</p>	<p>Hope School supporting</p>	<p>Hope School supporting</p>

affected population participate in the design and implementation of data collection	promo campaign and enrolment of students	promo campaign and enrolment of students
A comprehensive assessment of education needs and resources for the different levels and types of education is undertaken with the participation of key stakeholders	National and Regional and Camp level working groups Institute of Education Policy	Partly done but with a lot of challenges
An inter-agency coordination committee coordinates assessments with other sectors and relevant stakeholders, to avoid duplication of efforts	National and Regional and Camp level working groups	Partly done but with a lot of challenges

Table 4 Analysis Standard 1: Assessment

Coordination and appropriate assessment are still big challenges in Greece. The feeling of uncertainty, although in the past months there were some improvements, is still present in the field. Unfortunately, there are not any official reports that analyse the political instability and chaos of the last 2 years but there are several articles published by international media and organisations. For a lot of months, the Ministry didn't have information about the actors working in this field in Greece. A number of actors were active in each refugee camp and any group of volunteers could implement any kind of activity. Especially during the first 6 months from the opening of the Skaramagas Refugee Camp, different NGOs and volunteers were implementing assessments and registrations on a daily basis for their own purposes with very negative results often. Refugees were getting puzzled, often not knowing for which purpose they provide the information for, confusing official registrations with unofficial ones, often relying on support from unauthorised volunteers. The work of volunteers was vital especially at the beginning that the government and the big Agencies were not ready to handle the situation. "On the other hand, the professionals worry that untrained and unsupported volunteers are exposing both themselves and those they are trying to help to risks. In Lesvos volunteers have inadvertently divided families when offering them lifts. Some have conducted amateurish distributions leading to violence, handing out inappropriate goods and trying to cope with situations far beyond their technical

expertise, such as resuscitating drowning children. Volunteers rarely have any idea of how to manage complex protection issues such as human trafficking.”²⁵

The situation had improved since all NGOs active in refugee camps had to be accredited by the relevant Ministries, however assessments and registrations of refugees in the camps keep taking place on regular basis. Camp management at Skaramagas claims that there is no updated list of the people in the camp as the situation changes on a daily basis. An interesting finding, when the British Council Learning Centre opened, was that although the information provided by the Camp management stated that 95% of the camp population comes from Syria and speaks Arabic, according to the projects’ leaflet²⁶ only 47% of the 250 students are Syrians. 17% are from Afghanistan, 1% from Iran and surprisingly 35% from Iraq. This was proofing the ignorance of the existence of a big number of Kurdish/Yazidi community that was in the camp but remained isolated. Another example, that proves that the problem was general, was presented in the article “Where did the money go? How Greece fumbled the refugee crisis” of Daniel Howden and Apostolis Fotiadis at the Guardian: “When the Wall Street Journal reported in December that thousands of refugees counted in the official numbers were “missing”, the ministry responded that the claim was “baseless”. It was not until February that the UNHCR finally admitted that it had counted 13,000 fewer refugees than the Greek government.”²⁷

The British Council, had to undertake numerous assessments which proved to be very helpful for the implementation of the project. The assessments were ongoing and in different levels; education, safety, psycho-social needs.

Analysis Standard 2: Response Strategies

Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

This Standard is mostly about general response strategies, beyond a single Learning Centre. We will be responding to the relevant actions only.

Key actions	Implementation strategy	Result
Response strategies accurately reflect assessment findings	Strategy making	During preparation of the educational strategy, the BC team didn't have access to

²⁵ Wall I. The volunteer effect. IRIN news article published 10 November 2015 Web Accessed on 8 May 2016 from: <http://www.irinnews.org/analysis/2015/11/10>

²⁶ British Council (2017), Skaramagas Learning Centre leaflet

²⁷ <https://www.theguardian.com/world/2017/mar/09/how-greece-fumbled-refugee-crisis>

		<p>the camp. The only information, based on which the team could work, was provided by the Camp Management and UNICEF. After the enrolment and after the needs assessment with the children, this strategy had to be changed a lot and adopted to the real situation. This was very challenging as the team had to make a lot of adjustments, in very limited time and in a quite complicated environment. This was the first big challenge the team had to overcome.</p>
<p>Education responses progressively meet the needs of affected populations for inclusive and quality education</p>	<p>Needs assessment</p>	<p>Educational material, distribution in classrooms, schedule and school operation were designed based on the needs analysis and the levels of children. Coordination with other activities of the community was considered (times for distribution of food, formal education time schedule, national and religious holidays of the students etc)</p>

	Inclusion strategy	The Learning Centre was open to all children at Skaramagas Learning Centre. Invitations for enrolments were distributed to all containers with the support of Hope School teachers in English, arabic and farsi. Unfortunately, there were not translations in Kurmanji but the community was reached with the support of members of their community who also helped with translations. Students were divided in classrooms according to their age and level of English, in mixed groups (gender, nationality, mother tongue). Special arrangements were done for children with disabilities (the LC is 100% accessible)
	Translation of information material	
Response strategies are designed and implemented in ways that do not harm the community or providers and do not worsen the impact of the emergency	Coordination Meetings Accreditation/approval of activities	For this purpose, representatives of the BC were joining the coordination meetings at the camp were all stakeholders including representatives from the community are participating.
		Following all instructions and rules by Camp Management and relevant Ministries, receiving approval and accreditation of activities.
Information collected from	Attendance List/	Attendance lists on a daily

<p>the initial assessment and context analysis is regularly updated with new data to inform ongoing education responses</p>	<p>On-going enrolments</p>	<p>basis kept and follow up actions are taking place when students don't come for 2 consecutive days.</p> <p>New enrolments taking place three times a week. Two additional enrolment campaigns took place during the year.</p>
<p>Response strategies include capacity building to support education authorities and community members to carry out assessments and implement response activities</p>	<p>Capacity Building Activities</p>	<p>As this is not a primary goal of the project a complete strategy was not created however numerous activities were open to other stakeholders in the camp. (for example: training courses on unconscious bias, child protection, world voice)</p>
<p>Education responses complement and are harmonised with national education programmes</p>	<p>Following Ministry's guidelines</p>	<p>Following guidelines in relation to content and time frames. Promotion of national educational programme took place as well.</p>
<p>Baseline data are collected systematically at the start of a programme.</p>	<p>Monthly reports</p>	<p>Monthly reports based on the attendance lists are submitted to UNICEF which feed the data collection at National level.</p>

Table 5 Analysis Standard 2: Response Strategies

As outlined in the Action Plan on the integration of third country nationals²⁸, it is an essential priority of integration policies to fight discrimination and promote a positive approach to diversity,

²⁸ European Commission, (7.6.2016) Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - Action Plan on the integration of third country nationals <https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda->

as well as combat racism, xenophobia and in particular hate speech, both through the implementation of relevant EU rules and national legislation and through targeted policy measures. The Action plan highlights that integration is most effective when it is anchored in what it means to live in diverse European societies. At the same time ‘The Sustainable Development Goals (SDGs)²⁹, adopted in 2016 from the United Nations, embrace and emphasise the need for a development that leaves no one behind and gives everyone a fair chance of leading a decent life. Specifically, Sustainable Development Goal 4 outlines the need to ensure inclusive and equitable quality education and promote lifelong opportunities for all while Sustainable Development Goal 16 stresses the urge for global peace, justice and strong institutions. The BC created an inclusive response strategy that gives everyone a fair chance and opportunity to participate, making a commitment to provide each student in the community the inalienable right to belong. Mixed groups of students (nationalities, gender, languages), educational content that is based on the needs of the students and the aim to support their integration to the formal system as well, promotion of fundamental rights were some of the principles of this response. Inclusion assumes that living and learning together benefits everyone, not just children who are labelled as different(e.g., those who are gifted, are non-English proficient, or have a disability) (...) and also all students, educators, parents, and community members). (Mary A. Falvey and Christine C. Givner, 2005). There were quite some challenges at the beginning during the implementation of the above principles. Students were not used to being in mixed nationality and mixed gender groups. Especially, Yazidi and Syrian students would in the beginning just walk out of class, refusing to work together. Staff had to spend a lot of class time trying to deal with conflicts and a perceived lack of mutual respect. (Delaney M., 2017)

Analysis Standard 3: Monitoring

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

Key actions	Implementation strategy	Result
There are effective systems for regular monitoring of education response activities in emergency situations through to recovery	Evaluation & Monitoring framework of University of Athens/Department of Psychology	Conceptual framework
		Project Initial Assessment (PIA) study
		Project Intermediate Assessment study

[migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf](https://www.unhcr.org/migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf)

²⁹ UNDP, (2016), Sustainable Development Goals, <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

		Project Final Assessment study
		Final evaluation report
		online Monitoring Questionnaires
	Progress Results Reports	Collection and submission of key data in relations to number of participants, age, gender, disability. The Reports were submitted to UNICEF and the relevant all –inclusive data was uploaded to an online interactive platform called ActivityInfo.org. This platform is a reference point for all UNICEF partners and stands as an up-to-date graphic depiction of the refugee situation around Greece in terms of Education, Hygiene, and Transportation of refugee children.
Education response activities are monitored to ensure the safety and security of all learners, teachers and other education personnel	Child Protection Focal Point	A dedicated person in charge of the implementation of the child protection policy, plan and assessment.
	Health & Safety Coordinator	The Site coordinator performs the duties of H&S Coordinator as well.
	Child Safe Project Plan And Risk Assessment	This risk assessment is intended to help project teams understand their project delivery risk profile and the actions they need to take to mitigate the risk and

		ensure adherence to corporate policy. The plan was made in October 2016 with 2 official reviews in January and in June 2017
Vulnerable people are regularly consulted, trained in data collection methodologies and involved in monitoring activities	Hope School, students involvement	Hope School teachers played a crucial role especially in data collection. Often, older students 16-17 years were supporting this piece of work as well having direct access to the community and being able to speak mother tongues.
Disaggregated education data are systematically and regularly collected and inform education responses	No National Educational management system exists. BC implemented a progress monitoring strategy.	Progress monitoring in the fields of: -psycho-social development and life skills -English (literacy, speaking, writing, listening)
Education data are analysed and shared at regular intervals with all relevant stakeholders, especially affected communities and vulnerable groups		

Table 6 Analysis Standard 3: Monitoring

Monitoring is an important element of such a programme as this way teams can make sure the objectives set and the educational needs of the children are met in an accountable way. The purpose of the monitoring actions was to ensure that the intervention was relevant and responsive and that possibilities for improvement were identified. Monitoring actions were around the following areas: safety, participation, progress in learning, management. In charge for monitoring actions were all staff members as well as external partners such as the University of Athens or experts in the field of education in emergencies, child protection and Health and Safety. The involvement of the community and the other stakeholders in the camp was inevitable and very useful, especially in the collection of data. Concerning learning progress monitoring, self-assessment tools proved to be very useful for the teachers and the students themselves.

Interviewed staff, mentioned clearly that all these official procedures around monitoring proved to be very useful and informative for the team. The information received made them realise that

they should always be ready to adopt their lesson plans, identify possible risks and build sustainable relationships with the students, parents and other stakeholders.

Analysis standard 4: Evaluation

Systematic and impartial evaluations improve education response activities and enhance accountability.

Key actions	Implementation strategy	Result
Regular evaluations of education response activities produce credible and transparent data and inform future education activities	External Evaluation report	Prepared by Marie Delaney, Educational Consultant from the Learning Harbour, Cork. The aim of the report is to describe and highlight the good practices of the project looking at the key lessons learned on this project with regard to the education and language needs of child refugees, particularly those who have been out of school for some time due to displacement and conflict and ways in which this learning could be taken forward on the current project and extended to any future projects.
	Reports to UNICEF	4 evaluation reports to UNICEF which included data from the progress monitoring of psycho-social development (University of Athens), English, key data etc.
All stakeholders, including representatives of the affected community and education authorities, are involved in evaluation activities	Students Parents Staff partners	

Lessons and good practices are widely shared and inform future advocacy, programmes and policies	Report	A Report with lessons learned and good practices will be disseminated broadly.
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Table 7 Analysis standard 4: Evaluation

Evaluation was an important and productive process that helped the team to improve the planning, implementation and impact of the project.

The evaluation was based on the following principles:

Principle 1: Results orientation -The activities focus on specific results. Results are achieved and please all of the stakeholders with respect to the targets that have been set

Principle 2: Children/Youth focus -The project focuses on the needs and benefit of children/youth, respecting their rights and ensuring their security.

Principle 3: Leadership and consistency of purpose -This principle couples visionary and inspirational leadership with consistency of purpose in a changing environment. All people involved in the leadership of the project and follow a vision and values; they also create and maintain in all activities of the project an environment in which people can become fully involved in realising project's objectives.

Principle 4: Management by processes and facts -This principle guides the project from the perspective that a desired result is achieved more efficiently when related resources and activities are managed as a process and effective decisions are based on the analysis of data and information.

Principle 5: Continuous learning, innovation and improvement - Excellence is challenging the status quo and effecting change by continuous learning to create opportunities for innovation and improvement. Continuous improvement was therefore a permanent objective of our project.

Principle 6: Valuing equality, diversity and inclusion -Not only as an aim of the project but as an approach mainstreaming equality, diversity and inclusion in all aspects of the project, trying to make it a part of everything we do. Reviewing the likely impact of our processes and activities on different groups of people, considering if there is any potential for unjustified discrimination that we could change, or any opportunity to promote equality that we could introduce would help us to take a proactive approach and to build diversity into our project from the start.

Principle 7: Child Protection –Recognising that the care, protection and welfare of children is paramount and that all children have the right to be protected from all types of harm. We also

recognise that we have a fundamental duty of care towards all children where our activities facilitate contact with children, or have an impact on children.

The evaluation had two aspects:

- Internal evaluation: project Management, Learning & Development (English)
- External evaluation: Psychosocial Development by the University of Athens, Department of Psychology and Publication report by Marie Delaney titled “Non-formal education activities for Skaramagas Refugee Camp”

The internal procedures and policies of the British Council assured a high quality framework for the management of the project always in line with the British Council Equality, Diversity and Inclusion Strategy Project management monitoring through:

- Evaluation Framework designed at the beginning of the project
- Procurement and recruitment policies
- Evaluation sheets for teachers and facilitators
- Staff performance evaluation
- Teachers/Facilitators meetings once per week assuring constant evaluation throughout the project cycle
- Evaluation Meetings with the project manager
- Observation Field Visits by Experts
- Frequent risk assessments for the operation of the LC as well as for events organisation
- Attendance lists-participation rates
- Reports to UNICEF

7.2 Access and Learning Environment

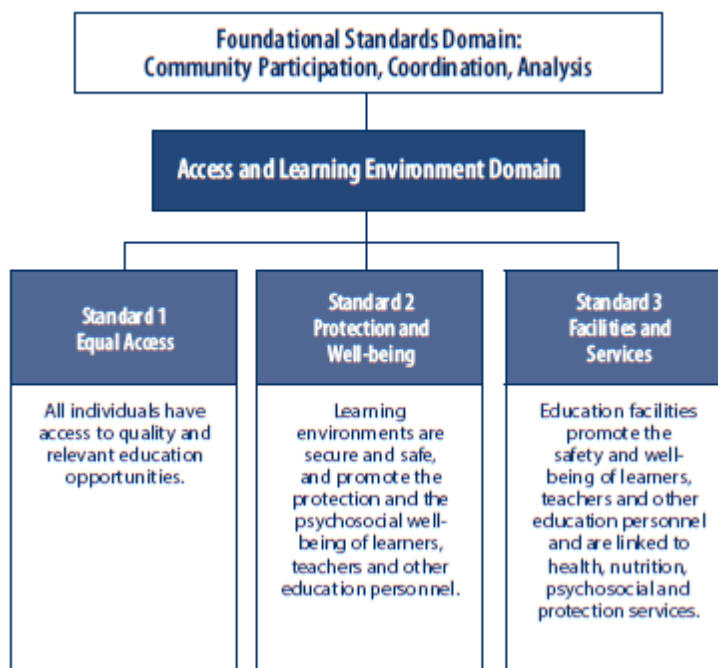


Figure 3 Access and Learning Environment

Access and Learning Environment Standard 1: Equal Access

All individuals have access to quality and relevant education opportunities.

Key actions	Implementation strategy	Result
No individual or social group is denied access to education and learning opportunities because of discrimination	LC open to all children despite culture, health, status	Accepting all children based in the camp Promoting the programme to all communities Special enrolment days for all communities ensuring interpretation in all mother tongues
Learning structures and sites are accessible to all	Special arrangements ensuring venue accessibility	General Requirements Premises and General Design Considerations were created and communicated to the Construction team. Accessibility checks
Barriers to enrolment, such as lack of documents or other	Enrolment requirements	The only requirement was the vaccination cards of the

requirements, are removed		children. Enrolments took place after vaccination campaign at the camp.
A range of flexible, formal and non-formal education opportunities is progressively provided to the affected population to fulfil their education needs	n/a	Not BCs responsibility
Through sensitisation and training, local communities become increasingly involved in ensuring the rights of all children, youth and adults to quality and relevant education	Campaigns at the camp Information sessions for parents Meetings with parents	
Sufficient resources are available and ensure continuity, equity and quality of education activities	Venue Staff Resources	8 classrooms 15 staff members Books, stationary, digital equipment
Learners have the opportunity to enter or re-enter the formal education system as soon as possible after the disruption caused by the emergency	Supporting and Promoting Formal education	Children at Skaramagas were only integrated in March 2017 to the formal education system.
The education programme in refugee contexts is recognised by the relevant local education authorities and the country of origin.	Accreditation from local education authorities N/A country of origin	The project has been accredited by the Ministry of Education however there is no official recognition of skills developed. Concerning countries of origin, no action in place yet.
Education services for disaster-affected populations do not negatively impact host populations.		The activity takes place in the refugee and has no negative effect to the host population.

Table 8 Access and Learning Environment Standard 1: Equal Access

The project has been developed under the principles of inclusive education and British Council’s policies for Equality-Diversity-Inclusion and Child Protection. All British Council staff sign a code of conduct while all policies are mentioned and agreed in their contract. At the same time, all staff receives mandatory trainings on these policies and their implementation. In concrete, as stated in the Equality, Diversity, Inclusion strategy there are 3 main strands informing the strategy Business, Ethical and Legal, alongside a focus on 7 main (but not exclusive) areas – age, disability, ethnicity/race, gender, religion/belief, sexual orientation and work-life balance.³⁰ As mentioned, the programme was open to all children of the camp, recognising the special needs the community had. Unfortunately, due to lack of information during preparation period, the project team included only two Arabic speaking cultural mediators although especially concerning communication with parents, promotion and enrolments, the need of support with interpretation in farsi/dari and kurmanji was more than necessary. To meet this need, Hope School teachers and older students with good level of English offered their support in order to make sure that we have equal approach towards all.

Access and Learning Environment Standard 2: Protection and Well-being

Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

Key actions	Implementation strategy	Result
The learning environment is free from sources of harm to learners, teachers and other education personnel	Providing constructors with General Requirements Premises which are based on Child Protection & Health & Safety regulations and BC policies	The Learning Centre was constructed according to the guidelines provided. The construction was assessed by the project manager and the Health & Safety Manager (Health & Safety Check list)
	Assigning a Health & Safety Manager and Child Protection Focal Point/School Psychologist	Recruiting and training two staff members
	Child safe project plan and risk assessment	A Child safe project plan and risk assessment was created

³⁰ British Council, Equality Diversity Inclusion Strategy <https://www.britishcouncil.org/organisation/how-we-work/equality-diversity-inclusion/resources>

		and reviewed by the Senior Project Manager, Project Child Protection Focal Point and the Senior Responsible Owner (Child Protection Regional Manager)
	Protection Working Group/Coordination with other actors and Camp Management	The Child Protection Focal Point attending the Protection Working Group at Camp Level. Coordinated action in the camp in order to identify and built all Learning and Recreation Centres in a designated area.
	Controlled entrance/Fence	Entrance of people at the Learning Area was controlled. There is a fence around the learning Centre and a staff member always monitors people coming inside and going outside.
Teachers and other education personnel acquire the skills and knowledge needed to create a supportive learning environment and to promote learners' psychosocial well-being	Child Safe recruitment Capacity Building	Special requirements in job profiles Dedicated questions about child protection and psychosocial well-being Dedicated trainings Code of Conduct Agreement
Schools, temporary learning spaces and child-friendly spaces are close to the populations they serve	The Learning centre is based inside the Camp	
Access routes to the learning	The Learning centre is based	Emergency Plan in place

environment are safe, secure and accessible for all	inside the Camp however escape routes to be identified.	
Learning environments are free from military occupation and attack	n/a	n/a
The community contributes to decisions about the location of the learning environment, and about systems and policies to ensure that learners, teachers and other education personnel are safe and secure	The location was selected by the Camp Management. We don't have sufficient information about how the decision was taken.	
Safe learning environments are maintained through disaster risk reduction and management activities	Emergency Plan in place Learning Centre rules	Emergency Plan in place Learning Centre rules communicated and placed on the wall of each classroom.

Table 9 Access and Learning Environment Standard 2: Protection and Well-being

As mentioned in the Report on British Council/UNICEF project 'Education Activities for Skaramagas Refugee Camp', the main focus is to meet the psycho-social and emotional needs of the students through an inter-disciplinary approach, combining life skills and academic programme and viewing classroom as a safe place where these social, emotional and life skills can be developed.

Job profiles and Child safe recruitment

All posts were including information about the context and environment, accountabilities, responsibilities and main duties as well as requested skills, knowledge and experience around managing risk, classroom management, understanding your learners, working with refugee/immigrants and/or vulnerable groups. All these skills were evaluated during the shortlisting and interview phase. Especially during interviews, questions around knowledge and experience in child protection, managing challenging behaviours and creating a safe environment were included. Successful candidates had to provide the British Council with 3 references, with the Code of Conduct Agreement signed and their Criminal Record as well.

Emergency Plan

For the creation of the emergency plan, the Global Health & Safety team was contacted with the aim to provide all necessary documents and guidelines. Information was received around preparing for a crisis, dealing with a crisis, business continuity and recovering from a crisis. In addition to that, guidelines and procedure in case of fire/earthquake were provided as well as on closure or reduction in operations in an emergency. Finally, an incident record system was created with the Health & Safety Manager and the Child Protection Focal Point in charge.

Capacity building

In order to achieve successfully the protection and well-being of the children all staff received the following trainings:

- Child protection induction session implemented by the Regional Child Protection Manager
- Global mandatory child protection basic awareness e-learning course.
- Health & Safety Mandatory e-course
- Awareness-raising session for staff on digital technology guidelines (Camera & Image procedures, Mobile Phone procedure, Tablet terms of use)
- Training session on students' challenging behaviours and Child Protection Code of Conduct (Role playing, Positive Discipline, Review of the Child Protection Code of Conduct, Introducing the Child Protection Policy to students)
- Training in de-escalation techniques & strategies, conflict resolution and crisis management

Access and Learning Environment Standard 3: Facilities and Services

Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

Key actions	Implementation strategy	Result
Learning sites and structures are safe and accessible for all learners, teachers and other education personnel	Providing constructors with General Requirements	The Learning Centre was constructed according to the guidelines provided. The construction was assessed by the project manager and the Health & Safety Manager (Health & Safety Check list)
Temporary and permanent learning environments are repaired, retro-fitted or replaced as needed with disaster-resilient design and construction	Premises which are based on Child Protection & Health & Safety regulations and BC policies	

Learning spaces are marked by visible protective boundaries and clear signs.	Fence Signs and posters	Fence and door control Sign with information about the space, the organisation in charge and the ages of children Posters with classroom rules, child protection rights and expectations and guidelines in case of fire
Physical structures used for learning sites are appropriate for the situation and include adequate space for classes, administration, recreation and sanitation facilities	Providing constructors with General Requirements Premises which are based on Child Protection & Health & Safety regulations and BC policies	Spacious classrooms and yard, sanitation facilities
Class space and seating arrangements meet agreed ratios of space per learner and teacher in order to promote participatory methodologies and learner-centred approaches	Providing constructors with General Requirements Premises which are based on Child Protection & Health & Safety regulations and BC policies	Done
Community members, including young people, participate in the construction and maintenance of the learning environment	n/a	n/a Students, together with their arts teachers, painted their classrooms in the framework of an arts project in order to promote ownership and create a friendly environment
Adequate quantities of safe water and appropriate sanitation facilities are provided for personal hygiene and protection, taking into account	Providing constructors with General Requirements Premises which are based on Child Protection & Health & Safety regulations and BC policies	16 separate toilets for girls, boys, people with disabilities, adults (women, men), cleaning services on a daily basis

sex, age and people with disabilities		
Skills-based health and hygiene education is promoted in the learning environment	Life Skills Coordination with other actors in the camp	Numerous activities were implemented in the Learning Centre by our staff but additional actions were provided by other organisations such as Red Cross.
School-based health and nutrition services are available to address hunger and other barriers to effective learning and development	n/a as the Learning Centre was based in the camp were health and nutrition services were provided by other organisations. However, BC staff should ensure that all children are aware and have access to the services	Supporting that needed support to have access to such services when needed. (mainly in reference to health issues)
Schools and learning spaces are linked to child protection, health, nutrition, social and psychosocial services	Connection with Camp management and other providers (including Psychologists, Health providers etc) School Psychologist and University of Athens (Psychology Department)	Recruiting a School Psychologist as a full time member of staff Partnership with the Psychology Department of the University of Athens Referral system-connections with all actors in the camp

Table 10 Access and Learning Environment Standard 3: Facilities and Services

Learning Environment:

All spaces were expected to adhere to minimum standards of space, safety, security, ventilation and hygiene. In concrete:

Climatic Conditions: air conditioning or other means of heating/cooling and windows for fresh air. The climate and room temperature of the venue needs to be appropriate in order to avoid discomfort, skin irritation (prickly heat), heat exhaustion, sunburn, dehydration or hyperthermia etc.

Electrics: all electrical, furniture and fittings equipment available on the venue, particularly cable, plugs, light switches, wipe boards etc. should be secure and intact and have no indication of damage, splits and sharp edges in order to prevent burns, cuts, bruises and death.

Fire: venue must be safe against fire hazards that can cause burns, smoke inhalation, damage to property, death and loss of personal property. Fire precautions need to be available and in working order, including EXIT signs, fire extinguishers, emergency call points, emergency lighting and evacuation instructions.

Medical Emergency – Injury: particular areas including slippery & uneven surfaces, areas of the venue from which you can fall. i.e steps, and all slip and trip hazards should be avoided and/or secured. First-aid kit should be available on site, to be carried by qualified first aider or a doctor and ambulance number to be provided, in order to respond to sustained injuries, including cuts, bruises, sprains, slipping, tripping, falling, strains and fractures or concussion.

Entry control - Intruders or unwanted visitors: security control before entering the venue of activities. No other visitors except for children, participants and staff that have not complied to British Council’s Child Protection Policy should be allowed in the premises in order to prevent assault and injury from intruders or unwanted/unauthorised persons.

Hygiene: appropriate amount of toilets and wash hand basins accessible to staff and children. Different male, female and children toilets. Adequate cleaning of all facilities and classrooms.

Lightning: natural light from windows and adequate electric lightning of classrooms

Water: Potable water (bottles of mineral water where required) to be provided to children and teachers on the venue during activities.

General Design Considerations

Concern	Why	How it can be achieved
Children should never be in fully enclosed rooms or areas without visual access	Prevents opportunities for abuse	<ol style="list-style-type: none"> 1. Internal rooms: use of glazed partitions, vision panels in doors, clear insert in frosted film, low height cabinets etc. 2. Do not construct enclosed wc cubicles - 150mm clear at bottom of all cubicle doors. 3. Children should have separate wc provisions to adults and staff and maximum 1m high cubicles.
Passive surveillance is better than	Staff can monitor behaviour	<ol style="list-style-type: none"> 1. Do not create curved corridors with concealed or dead-ends. 2. Temporary event spaces are positioned away from

cameras.	unobtrusively	<p>entrance doors or busy areas.</p> <p>3. Washrooms are located within sight of the main space to avoid children from wandering and avoid potential for bullying.</p> <p>4. CCTV cameras should only be used in the space and adjacent areas in the likelihood of a child security issue and as approved by RISK.</p>
Children's play areas should not be overlooked by externals <i>Every possible attempt is made to mitigate this risk</i>	Prevents opportunities for abuse and targeting	<p>1. External play: Consider location away from boundaries, landscaping, full height fences, installing overhead sunshades</p> <p>2. Internal play: consider angles of sight and install frosted film in decorative designs, 97% roller blinds, etc.</p> <p>3. CCTV cameras should only be used in the space and adjacent areas in the likelihood of a child security issue and as approved by RISK.</p>
The furniture/ fittings used in this area must be child friendly	To ensure no child comes to harm whilst playing/ fingers can get trapped	<p>1. 10mm gap between moving parts and/or floor/walls</p> <p>2. Install hinge guards in areas for under 6yrs, etc</p> <p>3. Soft furnishings such as bean bags and rubber seating mats are used to soften and define the area</p> <p>4. Ensure all blind cords are securely fastened a minimum of 1.2m above FFL</p> <p>5. Mount power outlets at 1m above FFL or ensure child shields are installed</p>
The children's area may be a temporary space that will be assembled for a particular event	Permanent safeguarding controls cannot be constructed	<p>1. Ensure sense of ownership of the building / premises by staff, parents and children</p> <p>2. Clearly define the operational boundaries e.g. children's learning / relaxation areas</p> <p>3. Control access to the building and premises in which children learn, study and relax</p> <p>4. Designate out of bounds areas for children e.g. back office access</p> <p>5. Provide safe escape/muster point for 'children only' in case of emergency</p> <p>6. Consider gender sensitive spatial design requirements i.e. gender related privacy requirements for girls in some settings e.g. toilets</p>

Ensure premises and materials and curriculum are accessible for all children, including children with disabilities	Accessibility ensured in the design phase	<ol style="list-style-type: none"> 1. Provide accessible premises 2. Ensure movement within the premises is ensured 3. Ensure that reasonable accommodation for children with disabilities to access the materials and participate in the learning process
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Table 11 General Design Considerations

7.3 Teaching and Learning Domain

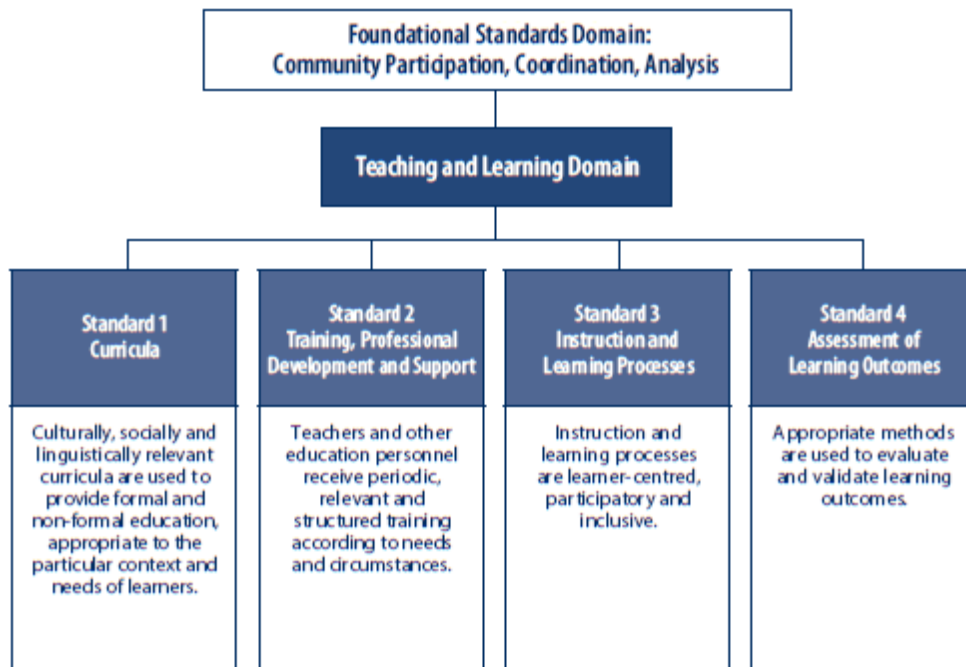


Figure 4 Teaching and Learning Domain

Teaching and Learning Standard 1: Curricula

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

Key actions	Implementation strategy	Result
Education authorities lead the review, development or adaptation of the formal curriculum, involving all relevant stakeholders	Ministry's responsibility. N/A for the project	Although BC has no involvement, it can be confirmed that the Greek Ministry of Education and

		the Institute of Education Policy are in charge of the creation of the formal curriculum. ³¹
Curricula, textbooks and supplementary materials are appropriate to the age, developmental level, language, culture, capacities and needs of learners	Research Identification of material Placement tests Needs Analysis Creation of Material	English: special placement tests created. Mainstream text books were selected but reviewed and adopted to the needs. Educational material for literacy were developed. Life Skills: Material were created by the Life Skills trainers according to the level and the needs of the students
Formal curricula and examinations used in the education of refugees and internally displaced people are recognised by home and host governments	n/a	n/a
Formal and non-formal curricula teach disaster risk reduction, environmental education and conflict prevention	n/a	n/a
Curricula, textbooks and supplementary materials cover the core competencies of basic education including literacy, numeracy, early learning, life skills, health and hygiene practices	Life Skills & English	Combined approach towards these topics

³¹ Curricula for refugee education can be found here: <http://www.iep.edu.gr/el/component/k2/content/5-ekpaidefsi-prosfygon>

Curricula address the psychosocial well-being and protection needs of learners	Cooperation with Psychology Department, University of Athens	Educational Activities and Capacity Building of teachers delivered by University of Athens
Learning content, materials and instruction are provided in the language(s) of the learners	n/a	This was only done indirectly through cooperating with the Hope School and providing them with space and material for Mother Tongue Classrooms
Curricula, textbooks and supplementary materials are gender-sensitive, recognise diversity, prevent discrimination and promote respect for all learners	Material screened by teachers	Creating, screening and adopting material according to the needs and the target group
Sufficient, locally procured teaching and learning materials are provided in a timely manner	n/a	n/a

Table 12 Teaching and Learning Standard 1: Curricula

The lack of appropriate educational material and textbooks was identified from the beginning of the project. Extensive research around existing textbooks was implemented during the preparation of the project and the team finally decided to use standard coursebooks and to adapt according to the group. “New English File”, Beginner and Elementary were chosen as the core text books for the 14-15 and 16-17 years old age groups, while “Oxford Discover 1” was been selected for the 12-13 years old age group. According to the project report, the teachers reported varying degrees of success with the coursebooks and all agreed that they had to develop other material in collaboration with the life skills facilitators.

Students’ level of English was quite low. Most students were in the range of Low Beginner to Upper Elementary, with 62% of the students in the initial cohort being assigned a Beginner class and 38% being assigned an Elementary class. Of all the students tested a total of 59% had some

basic literacy issues. For this reason, the creation of material on literacy was identified as a priority and Literacy group was created in order to maximise the effectiveness of learning.

The English Language classes followed a Communicative-based approach and were aimed at improving the students Reading, Writing, Listening and Speaking skills, with extra lessons included to help those students with basic literacy issues. Students seemed to think listening and speaking were the most important.

Teachers planned a series of lessons based on common themes that could be worked on across subjects and identified in the University of Athens Conceptual framework.³² The common themes were: Getting to know each other, Safety, Goals and Inspiration, Olympics, Hope and future and Self Care and Hygiene. In addition to that, the University of Athens provided the trainers with activities that aimed to enhance and promote engagement and well-being of refugee students in the new learning environment. Four basic modules were designed in order to meet psychosocial and learning needs of refugee children: a) Resilient classrooms: goals, values and relationship; b) Self-regulation; c) Problem solving in difficult situations: personal and classroom level; and d) Strengths approach: Identifying evolution and future goals.³³

Teaching and Learning Standard 2: Training, Professional Development and Support

Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

Key actions	Implementation strategy	Result
Training opportunities are available to male and female teachers and other educational personnel, according to needs	Induction Programme Additional Training Courses	List of Trainings below
Training is appropriate to the context and reflects learning objectives and content		
Training is recognised and approved by relevant education authorities	n/a	n/a

³² Hatzichristou C., Lianos P., Yfanti T., Stasinou V., Athanasiou D. (2016), Conceptual framework of British Council's Education Activities for Skaramaga Refugee Camp project, University of Athens

³³ Hatzichristou C., Lianos P., Lambropoulou A. (2017), Education activities for Skaramaga Refugee Camp Project Intermediate Evaluation (phases I & II), University of Athens

Qualified trainers conduct training courses that complement in-service training, support, guidance, monitoring and classroom supervision	University of Athens BC trainers External qualified trainers	Apart of the University of Athens, the British Council and Unicef trainers, educational staff were motivated to deliver trainings to each other sharing their expertise and exchanging good practices
Through training and ongoing support, teachers become effective facilitators in the learning environment, using participatory methods of teaching and teaching aids	University of Athens Psychological support	Training Courses Group Group Meeting with a psychologist every 15 days
Training includes knowledge and skills for formal and non-formal curricula, including hazard awareness, disaster risk reduction and conflict prevention	University of Athens BC trainers External qualified trainers	Apart of the University of Athens, the British Council and Unicef trainers, educational staff were motivated to deliver trainings to each other sharing their expertise and exchanging good practices

Table 13 Teaching and Learning Standard 2: Training, Professional Development and Support

Teachers and trainers working in the camp attended various capacity building activities:

All staff had to complete the following Mandatory Courses during the first month of their contract:

Information Management training: This course contains practical guidance on how best to manage information - emails, contracts, exam papers, databases etc. As well as an improvement in efficiency, adopting best practice in Information Management helps build trust and meet legal obligations.

Safety and Security training: The course contains guidance on using display screen equipment, staying safe while travelling and general health and security advice. By applying the learning in this course one can be able to reduce risk of injury or illness whilst at work.

Child Protection training: is designed to raise awareness about child protection, equip staff with the essential knowledge and skills to safely plan and implement activities involving children, develop good practice across the diverse and complex areas in which we operate and increase

our accountability in our work with children associated with us through their work, including students and members of the public.

Equality, diversity and inclusion training: This course is designed to increase knowledge and understanding of the British Council's approach to equality, diversity and inclusion.

Fraud awareness training: The course aims to raise awareness of situations of fraud and bribery and how to avoid them in order to insure transparency.

In addition to the Mandatory an induction training programme was offered to all staff that included the following sessions:

Getting to know each other: Activities that allowed staff to get to know each other and build the team spirit.

Child Protection Policy: A session delivered by the Regional Child Protection Manager of British Council, introducing deeper the Child Protection Policy of the organisation and linking it to the specific context of the project

Response to Refugee Crisis and Education: A session delivered by a UNICEF representative providing information about the Refugee Crisis and the State of the Art.

Needs Assessment and Impact Evaluation tools: interactive workshop to reflect on the needs and impact evaluation

The Skaramagas Population background (Ethnicities, Religion, Culture): A session designed and delivered by an International Relations Expert around the background of the population at Skaramagas. The session was enriched by a discussion around personal experiences from the Skaramagas context by a representative of the Open School of Piraeus, a group already active in the Camp.

Addressing Psycho-social development: a one day workshop delivered by the Psychology Department of the University of Athens that included the following sessions:

- Conceptual Framework: A systemic approach
- Effects of trauma on school functioning: Understand and recognize stressors, emotional needs and protective factors
- Supporting refugee children and youth

Following the induction week, the teachers and trainers were offered numerous training courses such as:

Delivered by the British Council:

- Awareness-raising session for staff on digital technology guidelines and policies (camera, image, tablet & mobile)
- Managing students' challenging behaviours and Child Protection Code of Conduct.

- Discipline policies and practices, zero tolerance in violence, positive discipline, school rules, creating a school-wide plan and completing an Incident Form
- Unconscious Bias
- Work-Life balance

Delivered by the University of Athens:

- Resilient classrooms: goals, values and relationship
- Self-regulation: (i.e. anger management, stress management, fears e.t.c.)
- Problem solving in difficult situations: (personal and classroom level)
- Strengths approach: Identifying evolution and future goals

In addition to that, the staff had the opportunity to attend cultural mediation sessions delivered by projects' cultural mediators on weekly basis as well as a group session with an external psychologist at volunteer basis.

Teaching and Learning Standard 3: Instruction and Learning Processes

Instruction and learning processes are learner-centred, participatory and inclusive.

Key actions	Implementation strategy	Result
Teaching methods are appropriate to the age, developmental level, language, culture, capacities and needs of learners	Needs Analysis Placement tests Psycho-social development	Getting to know and needs analysis period at the beginning of the programme Non-verbal and multi-sensory approaches to teaching Positive Discipline
Teachers demonstrate an understanding of lesson content and teaching skills in their interaction with learners	Recruitment	Specific questions during interviews about teaching skills and techniques
Instruction and learning processes address the needs of all learners, including those with disabilities, by promoting inclusiveness and reducing barriers to learning	Promotion of learning to learn skill Needs Analysis	
Parents and community	Enrolment meetings	During enrolments parents

<p>leaders understand and accept the learning content and teaching methods used</p>	<p>“Open doors” approach</p>	<p>had the opportunity to learn about the programme and ask questions in their language Parents could come to the Learning Centre and meet teachers/trainers Parents were invited in open events where students were exposing their work, performing and singing (spring and summer events)</p>
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Table 14 Teaching and Learning Standard 3: Instruction and Learning Processes

As mentioned in project’s report, teachers were able to attune to the needs of the students and to adapt their programme accordingly. In Skaramagas many children had never attended formal school or had been out of school for a long time. They had not got or had lost the skills for learning in a classroom so a positive behaviour management plan was needed from the beginning. Special attention was given to the rules and behaviours. The importance of attending on time and all lessons was continually emphasized by all staff and through meetings with the parents, cultural mediators, child protection focal point and site manager. At the same time, at the beginning, special attention was given to establishing classroom rules and routines across all lessons.

Apart of achieving discipline, the teaching methods were focusing a lot on developing the skill of working together. This was quite challenging at the beginning, so there was a need for step by step approach and the promotion of team work.

Due to the lack of common language, especially at the beginning of the programme, non-verbal communication methodologies proved to be very successful. Drama, Art, Physical Education, Music methods gave the opportunity to teachers to create a common ground of working together and building trust and secure relationships.

As Marie Delaney mentions in the project’s report “The synergy between life skill facilitators, English language teachers, the project psychologist and the cultural mediators created an approach which allowed children to flourish and for behaviour to be understood in a meaningful way.”

Concerning parents understanding and involvement, it was always considered as a challenge. If families don’t respond to traditional engagement strategies, teachers may assume parents aren’t

interested. The reality is that most families care deeply about their children’s education. However, refugees often show respect for schools by keeping their distance; the unspoken norm in many countries is that it is the teacher’s job to educate their children, and thus it is disrespectful to a teacher’s expertise for parents to participate. Other factors that may influence parental engagement are the parents’ limited English language proficiency, which affects their comfort level; parents’ negative perceptions of the school environment; and the lack of culturally competent staff to provide culturally appropriate outreach to immigrant families.

Teaching and Learning Standard 4: Assessment of Learning Outcomes

Appropriate methods are used to evaluate and validate learning outcomes.

Key actions	Implementation strategy	Result
Continuous assessment and evaluation of learners’ progress towards established objectives inform teaching methods	<ul style="list-style-type: none"> Placement test and progress monitoring activities for English Evaluation framework and actions for psychosocial development 	<ul style="list-style-type: none"> Mid-term and final progress monitoring reports for English 3 reports (every 2 months) for the psychosocial development by the University of Athens
Learners’ achievement is recognised and credits or course completion documents are provided accordingly	Certificates of attendance	No other formal/recognised certificate was possible apart of a certificate of attendance issued by the British Council
Graduates of technical and vocational programmes are assessed to gauge the quality and relevance of the programmes against the changing environment	n/a	n/a
Assessment and evaluation methods are considered fair, reliable and non-threatening to learners	English: through checklist, interactive methods Psychosocial development: questionnaires filled in by teachers/trainers	Portfolio. Students had their own portfolio; a continuous and ongoing process as well as self-assessment. It includes:

		<p>projects, handwriting practice, videos, and a summative test.</p> <p>The portfolio was assessed in the following areas:</p> <ul style="list-style-type: none"> - Individual work. - Student reflection: 'can do' statements. <p>Student progress Quality assessment categories:</p> <ul style="list-style-type: none"> - Classwork - Literacy - Speaking - Projects - Portfolio
Assessments are relevant to learners' future educational and economic needs	Language and psychosocial development are set as priorities	

Table 15 Teaching and Learning Standard 4: Assessment of Learning Outcomes

The assessment of learning outcomes as presented in the table above was designed around 2 areas; English and Psychosocial development. For English, different tools were used for progress monitoring starting with a placement test for students in the beginning and at the end of the school year. English Placement Testing took place twice a week on a continual basis to cater for new students enrolling in the project. However, the main finding was that the majority of the children were not ready to do such a test either because they had no literacy skills at all or because they were not in the state of school readiness. For this reason a variety of methodologies was used which were more interactive and gave the teachers a good picture of students' progress and at the same time students were engaged.

Concerning the psychosocial development, the Center for Research and Practice of School Psychology of the Department of Psychology of the University of Athens delivered 3 assessment reports based on their communication with the staff, the teachers and trainers. The specific learning and psychosocial support objectives evaluated by the UoA:

- ✓ foster youths' positive skills and abilities,
- ✓ promote resilience and well-being of refugee youth
- ✓ prevent escalation of trauma impact
- ✓ respect and foster multicultural diversity
- ✓ promote community integration (embracement of effective acculturation strategies)
- ✓ develop specific pedagogical and training material with the potential to be used by more institutions in the future
- ✓ collaboration/partnerships at national and international level

The Project Final Evaluation's (PFE) main goal was to provide systems-based information about the conclusion and overall assessment of the LC's first year operation. All staff members participated in the evaluation. Teachers and facilitators received a personalised e-mail message, in order to access the specifically designed on-line platform and complete the project survey. All the answers were then incorporated in an xls-format database, which was converted into a SPSS database, specifically constructed for the use of the assessment. Eventually, qualitative and quantitative analyses were performed for the preparation of the final evaluation report. Means comparisons were performed with the use of non-parametric tests. It is important to note that the questions in the on-line platform were modified, according to the specific needs and challenges that the Skaramagas Project presented and after discussions with the researchers so that a clearer consensus and understanding could be achieved.

Concerning recognition of learning, due to the nature of the project, as non-formal education activity, only a certificate of attendance could be issued at the end of the school year. There were a lot of discussion for giving the opportunity to the students to take part in an official exam of the British Council that would give them a recognised certificate of English language but students didn't have the skills for such a test yet. Parents and students expressed their interest to take part in such a process and it was included in the future plans.

7.4 Teachers and Other Education Personnel Domain

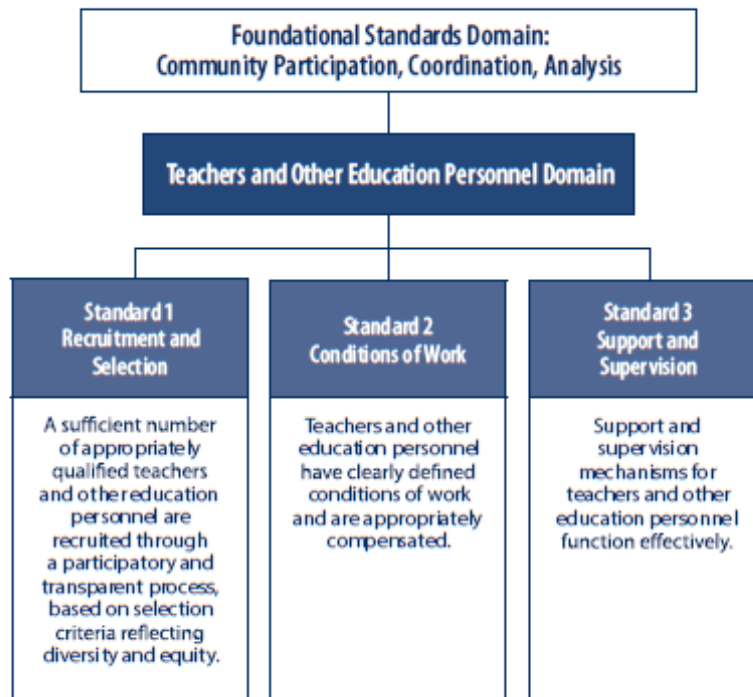


Figure 5 Teachers and Other Education Personnel Domain

Teachers and Other Education Personnel Standard 1: Recruitment and Selection

Key actions	Implementation strategy	Result
Clear, appropriate, non-discriminatory job descriptions and guidelines are developed before the recruitment process	British Council Recruitment Policy	The principles below govern the HR policy and its application: <ul style="list-style-type: none"> • BC values and behaviours • BC's commitments to Equality, Diversity and Inclusion • Respect for confidentiality • Compliance with legal requirements

		<ul style="list-style-type: none"> • Treatment of individuals with dignity and respect • Timeliness of actions • Clear and transparent processes leading to fair and objective decisions • Actions that are informed, reasonable and proportionate
A representative selection committee selects teachers and other education personnel based on transparent criteria and an assessment of competencies, taking into account community acceptance, gender and diversity	British Council Recruitment Policy/ Shortlisting-and Interviews panel	Selection criteria are well described in job descriptions. Special requirements were put in place due to the nature of the programme which was around: child protection, experience in similar context and languages. The selection committee consisted of a recruitment manager, the shortlisting panel and the interviews panel.
The number of teachers and other education personnel recruited and deployed is sufficient to avoid over-sized classes	Ratio Special cases rules	A ratio of 1 teacher for 20 students was specified. In most cases a ratio of 1:15 was achieved.

Table 16 Teachers and Other Education Personnel Standard 1: Recruitment and Selection

The recruitment process started with publishing a call for the Skaramagas refugee camp posts in both internal and external networks. Standard British Council recruitment procedures were used ensuring high quality standards, child protection safeguarding and equality, diversity and inclusion policies. Especially for Child Protection purposes, 'safe' recruitment and pre-employment checks have been undertaken as part of the recruitment process. Pre-appointment checks provided information about the vetting offering a post. Post appointment measures put in

place for all new starters to ensure continued vigilance including self-declaration forms, induction, probation and training. Criminal record by all staff involved has been collected.

In relation to ratios, although the framework recommends a ratio of 1 to 40, it encourages organisations to review this and adopt it to the Greek reality. The British Council policy suggests a ratio of 1 to 15 and the Greek Ministry of Education 1 to 27³⁴. Based on the above, the team decided to introduce a ratio of 1 to 20 and in case of high risks identified during the risk assessment an additional teacher will be joining the class. At the same time, in some classes, such as the life skills ones, a cultural mediator would support the trainer for the successful implementation of the activities. The interviewees mentioned that any attempt to increase the number of the students in the classroom would be dysfunctional and would prevent them from reaching any learning objectives.

Teachers and Other Education Personnel Standard 2: Conditions of Work

Key actions	Implementation strategy	Result
Compensation systems and conditions of work are coordinated among all relevant stakeholders	Job descriptions Operation plan Contracts	<ul style="list-style-type: none"> Detailed job descriptions Operation plan and code of conduct Contracts to all
Compensation and conditions of work are described in contracts, and compensation is provided regularly		<ul style="list-style-type: none"> Monthly compensations Employees' rights according to greek law
Teachers and other education personnel are allowed to organise to negotiate terms and conditions	Job advertisement includes all relevant information	Personnel could not negotiate the terms and conditions which are defined by BC HR policy (salaries, grades, benefits) but detailed information was provided in the job description
A code of conduct, which includes clear implementation guidelines, exists and is well respected	Code of conduct	BC and Child Protection code of conduct was provided to the staff and signed by them Performance portfolios for all

³⁴ FEK 2451, 1 October 2013, Article 5

		staff were created, were deliverables were described and agreed
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Table 17 Teachers and Other Education Personnel Standard 2: Conditions of Work

Implementing this standard was not a very challenging task as British Council is an organisation with well established procedures. The only challenge was to adopt the procedures to the nature and environment of this specific project. Compensations, social security and the rights of the employees were fully respected something that is not a common scenario in similar projects, as our interviewees mentioned.

Teachers and Other Education Personnel Standard 2: Support and Supervision

Key actions	Implementation strategy	Result
Adequate teaching and learning materials and space are available	<ul style="list-style-type: none"> Review or creation of material General Requirements and General Design Considerations for the premises 	<ul style="list-style-type: none"> Identification of books, paid time for creating material A fenced venue with 8 classrooms, 2 offices, toilets (separate for teachers), a warehouse
Teachers and other education personnel are involved in professional development that contributes to their motivation and support	Professional development actions	Induction week, BC mandatory courses, special courses for staff working in a refugee camp
A transparent, accountable supervisory mechanism provides for regular assessment, monitoring and support for teachers and other education personnel	Performance Portfolios	Performance portfolios with specific deliverables for each individual, measurable targets, feedback providers and classroom observations for teachers.
Performance appraisals for teachers and other education personnel are conducted, documented and discussed regularly		
Students regularly have the	n/a (officially)	n/a

opportunity to provide feedback on the performance of teachers and other education personnel		
Appropriate, accessible and practical psychosocial support is available to teachers and other education personnel	Psychology Group	Support group with external psychologist on biweekly basis

Table 18 Teachers and Other Education Personnel Standard 2: Support and Supervision

Again, the British Council procedures did this task less challenging. A transparent, accountable supervisory mechanism provided the necessary assessment and support required. Psychosocial support to staff was identified as a key need from the beginning of the programme. The staff often expressed tiredness and sometimes burn out due to the challenges of the project, the bad weather and environment conditions and sometimes the sad stories of the children. Although some of them acknowledged that the psychologist was a great support, the interviewees mentioned that in order to benefit from a psychologist you need to be ready to receive support and this was not the case always. Annual leaves were given to people that were reaching high levels of stress.

Another key challenge was the identification of appropriate educational material. For English, after a long research, it was noted that there is lack of material to teach literacy to teenagers. This was a big challenge thus new material had to be created. In addition to that, the English teachers interviewed mentioned that since most of books are very grammar-focused or exams skills-focused they tried to use books, material and activities that support the development of critical thinking and creativity and use the inquiry-based learning method with a learning portfolio. Methods of teaching through Total Physical response (TPR), songs and music, play, problem-solving, stories and drawing proved to be very successful especially with the younger children. Concerning life skills, although a lot of bibliography exists, trainers had to create their own lesson plans during the preparation phase which actually had to be re adjusted a lot when the classes started as the majority of the children was not in a state of school readiness at all.

8 Conclusions

Education as a protective factor and key element for peaceful communities

Access to education is a fundamental human right. The sooner the children are integrated in quality education activities the better it is for preparing them for repatriation and reintegration as well as for the development of peaceful post-war communities. If they receive safe education of good quality during and after the emergency, children and youth, are less exposed to activities that put them at risk. They acquire knowledge and skills and build attitudes and behaviours that increase their resilience and help them to protect themselves.

Non formal education as a tool for school readiness

The experience from Greece showed that it takes time for a Government to prepare its response strategy towards integration of refugee children in education. This is, on one hand, due to potential lack of knowledge, experience and resources and on the other hand, especially in the case of Greece, due to political instability and the effects of crisis. At the same time, children arriving from different countries, have different backgrounds; from children that are out of school for years or in some cases haven't even been to school before to high achievers that their education was interrupted. Factoring in their emotional state, we could acknowledge, that a lot of them are not in the condition to learn, concentrate and follow a structured course. Non-formal education programmes, that are more likely to be developed faster, could have the role of preparing children to be integrated in to formal education, provided that they are committed to provide learning activities of good quality. This means that through creating routines, providing language learning and life skills, introducing children to the process of acculturation and creating a safe and caring environment for psycho-social development, a non-formal education programme can make the transition of a child to the formal education system much easier and decrease the possibilities of drop outs.

Strategy Development in the context of Quality Frameworks in education

Numerous researchers, practitioners and beneficiaries are calling for a process that will enable the qualitative evaluations of the already applied programmes. That would open the way not only to the aforementioned strategic planning but also would favour further coordination, networking, research and a more complete assessment. These strategies will support organisations' and institutions' delivery of excellent educational activities in partnership with experts, community leaders, parents and students by ensuring that appropriate content is delivered by staff having the right skills, values and behaviours, at the right time and in the right place, placing children's safety and integration in the centre of each action.

Raising Awareness about the need for quality education and existing tools

It is important to ensure that not only key stakeholders but the general public, as well, understands the effects of quality education not only on children and their families but on our society in general. Over the longer term, quality education can promote conflict resolution, tolerance, respect of human rights and support the reconstruction of post-conflict societies. The experience showed that the provision of quality education in emergencies is still considered secondary when compared to the provision of food, water, medical assistance and shelter. (Save the children, 2008) At the same time, apart from the International Agencies, the majority of the stakeholders at local or national level are not aware of the tools and resources available while no tools could be found in Greek language. Following the example of other countries, we could suggest translating INEE's tool and a number of guides and resources to Greek and promote them among stakeholders in Greece.

Coordination between stakeholders

Coordination among organisations, education programmes and governments help prevent overlapping activities, gaps in programmes and duplication of effort. All stakeholders should understand the need of having a complementary role to each other and unite their efforts for the provision of quality education programmes. Coordination of the education sector response should be a collaborative activity, led by government with support from International Agencies and other organisations.

Capacity Building and Resources

For the provision of quality education, appropriate resources adapted to the needs of students and on-going capacity building of teachers and trainers should be in place. A database of tools presenting methodologies and approaches for teaching refugees in European context, enriched by case studies and good practices could be very useful for education stakeholders. In addition to that, the experience of the British Council programme showed that teachers and trainers need ongoing support through capacity building and self – care activities.

Building caring communities promoting safety and resilience

When developing education programmes for refugee children, the aim should be to go beyond core content to the psychological and social well-being and promote a sense of belonging. In order to achieve learning and psycho-social development, children need a safe environment and positive climate. This enhancement of protective factors (e.g. positive self-conception, optimism, positive adjustment, positive climate and relationships, engagement) and the elimination of risk

factors (e.g. traumatic stressful experiences, poor resources, conflicts) can support the promotion of resilience.

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