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Language for Resilience

The role of language in enhancing the resilience of Syrian refugees and host communities

With a foreword by UNHCR

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Foreword

Adrian Chadwick OBE
*Regional Director, British Council,
Middle East and North Africa*

The importance of language in the context of mass movement of people and ideas across national, cultural and linguistic boundaries is unquestioned. Now, with more than 65 million people forcibly displaced in the world, it is more important than ever.

Nowhere is this more significant than in Syria and its neighbouring countries, where language needs and differences intersect with vulnerability, social tensions and limited service provision. For the last four years the British Council has been working with international and national partners in Lebanon, Jordan, the Kurdistan Region of Iraq and Turkey, and this report draws on our experience as well as study and observation of language use in these countries and other fragile and conflict-affected societies. The term Language for Resilience reflects a growing recognition internationally of the value of giving vulnerable people the language tools they need to help withstand and recover from the effects of conflict and displacement.

The report is offered as a contribution to the understanding of how language learning builds resilience, whether it is giving a voice to young people and adults, building social cohesion in host communities, or providing individuals with the skills they need to access work, services, education and information.

The report shows that for children and young people attending schools or post-school education, and for educators in host communities handling influxes of refugee students, quality language learning improves attainment and attendance and builds safer and more inclusive classrooms. It also illustrates how creative approaches to language education can support the development of life skills and help meet psycho-social needs.

I would like to thank UNHCR for its support of Language for Resilience. UNHCR's commitment to this agenda, given its mandate for the protection of refugees, underscores the link between language, protection and resilience, and the need for humanitarian, cultural and educational organisations to work together to address these profound challenges. The British Council will use this report as the foundation for scaling up relevant language programmes across the region, and for engaging further with partners who have critical roles in supporting the resilience of vulnerable people and stretched institutions in the region.

The roles of the different languages in the region are as complicated and numerous as the communities that use them and there is need for us all to do what we can. Working together we can use language to improve the quality of people's lives, support host countries and communities most affected by this crisis,and restore some of the hope of a generation.

Amin Awad
UNHCR Middle East and North Africa Bureau Director
Regional Refugee Coordinator for the Syria and Iraq Situations

In recent years, UNHCR and partners have made important advances in responding to the needs of refugees, and the communities that host them, with a greater emphasis on resilience and self-reliance. The movement away from aid dependency is a step towards improved dignity and prosperity, allowing refugees to contribute to their host communities in meaningful ways.

I welcome the multi-country assessment from the British Council, which explores the role of language as a tool to support resilience and protection. This report presents an opportunity for improved understanding of the role of language programming during displacement.

The benefits of language instruction and comprehension for refugees are well documented and far-reaching. Language is an equaliser. When a child can speak and write in the language of the host country, this creates confidence and self-assurance, allowing children to communicate with their peers, and helping to build a solid educational foundation which will serve them for the rest of their lives.

And while instruction of the language of the country of asylum is essential, at the same time children and youth should receive opportunities to improve and maintain understanding of the language of their country of origin, in order to retain linguistic and cultural links to home, preserving a sense of identity.

For adults, language skills are fundamental in order to contribute to their host communities, through livelihoods, employment and income-generation activities. This reduces vulnerabilities and dependency, and allows for a greater degree of independence in pursuing durable solutions, including achieving sustainable voluntary repatriation when circumstances permit.

Finally, language instruction provides a bridge between communities. When living in exile, refugees can easily become isolated and distanced from their hosts. Misunderstandings and tensions can arise. But when communication channels are supported, disputes and conflicts can be mitigated, promoting social networks, peaceful coexistence and healthy dialogue.

I'd like to thank the British Council and the British people for continued support of UNHCR, and for spearheading efforts to augment language instruction for refugees. In today's world, more than 60 million people are displaced, the highest level since World War Two. Such a dire situation requires engagement from all sides, and I hope that this report will encourage new contributors to come forward with additional funding for language programming globally. Linguistic diversity supports new ideas and new ways of thinking, and can enable a refreshing information exchange between communities, providing benefits for all.

Introduction

Language is an essential part of our individual and community lives, as well as being an essential tool for learning. All of the languages that migrants speak and write, contribute to their capacity to interact with other cultures in different sociolinguistic contexts. Indeed, access to opportunities for individuals to draw on these languages, is central to participation in social processes as well as policies of social inclusion (Council of Europe, 2003). At the same time as promoting the links between home languages, literacy development and a sense of belonging, learning different languages can support learners' opportunities to explore their local communities and develop global awareness (Conteh, 2015).

The British Council has been working on language programmes with partners in conflict and post-conflict zones for many years. This report was commissioned in response to the unprecedented effects of the Syrian refugee crisis and aims to identify the role that language plays in helping refugees and host communities to enhance their resilience in times of crisis. It was written by Tony Capstick and Marie Delaney and is the result of their desk-based research and research visits to Jordan, the Kurdistan Region of Iraq, Lebanon and Turkey between September 2015 and March 2016.

This report builds on lessons learned from British Council language programmes and will be used to inform the development of future programming on language education for those affected by the Syrian Crisis – those living inside Syria and in the host community countries of Lebanon, Jordan, Turkey and the Kurdistan Region of Iraq. It aims to identify the key needs of these different groups, current good practice and potential gaps in programming, and consider the ways that the British Council and its partners can further develop language-education programmes to build capacity during times of protracted crisis.

Methodology

This report emphasises the different voices of the interviewees because having a voice and being heard plays a large part in promoting resilience in individuals and communities.

This report considers the voices of:

- children and young people
- parents
- Syrian teachers and volunteers
- host community teachers and workers
- NGO and INGO workers
- those with disabilities.

To achieve this, the following methods were used:

a. a desk-based review of the literature

b. week-long visits to each of the four countries.

During these visits the researchers interviewed refugees, internally displaced persons (IDPs) and host community members in community settings such as formal schools, refugee camps, NGO centres and non-formal learning environments. They also talked to parents, teachers and local NGO staff as well as Ministry of Education officials and international humanitarian staff.

See Appendix 1 for a full list of the organisations interviewed for this report.

This report combines testimony collected during field visits and classroom observations with a review of literature on the concept of resilience. Of particular interest to the researchers was existing literature that deals with the concept of resilience from within the field of psychology.

The notion of language and resilience

Language difficulties have been highlighted as one of the barriers to Syrian refugees' ability to access education. These difficulties affect children in various ways across the different countries in the region. In Turkey, language is one of the main barriers to school enrolment for Syrian refugee children and in Jordan and Lebanon, years of disrupted education have lowered the Arabic literacy rates of Syrian refugee children, making it harder for them to enter and stay enrolled in formal education. In the Kurdistan Region of Iraq, INGOs have had to adapt their curricula to the different varieties of Kurdish and balance these languages alongside opportunities to learn Arabic and English.

Lack of knowledge of appropriate language can also create barriers for adults, with many lacking the skills they need to access public services or enter higher education, training and employment.

For the purpose of this report, the researchers have taken the definition of resilience used in the Regional Refugee and Resilience Plan (3RP) as a starting point, namely 'the ability of individuals, households, communities and institutions to anticipate, withstand, recover and transform from shocks and crises' (3RP, 2015–16:17).

This positive adaptation is best understood through the social competence individuals demonstrate (Luthar and Cicchetti, 2000) and the features of individual resilience, such as meaningful engagement, purpose, and achievement, identified by Seligman (2011).

Existing research on resilience is primarily concerned with identifying both the positive and the vulnerability factors that modify the effects of adversity and then, having identified these factors, looks at the processes which underpin these protective and vulnerability factors.

To this, UNDP (2015) has added that at the core of its resilience-based work is enabling national systems to take over the role currently played by the humanitarian relief effort and provide long-term development support.

Thus, resilience can be understood on the individual level (coping with adversity by developing relationships with classmates), at the community level (strengthening the family's social capital by gaining school- and university-level qualifications and access to employment) as well as the institutional level (for example, the capacity of the Ministries of Education to train significant numbers of qualified teachers to cope with the rise in student numbers).

Key findings

- Every language used by the refugees helps them to build resilience at the individual, family and community levels. Both home language and their additional languages matter. Proficiency in additional languages provides new opportunities for education and employment.

- Proficiency in key languages gives people a voice to tell their story in various contexts.

- Language-learning can bolster social cohesion and intercultural understanding.

- Language-learning activities can be supportive interventions to address the effects of loss, displacement and trauma.

- Building the capacity of language teachers can strengthen the resilience of the formal and non-formal education systems in host communities.

How language enhances resilience

UNICEF (2016) has recently argued that language is a factor in conflict because it is both a tool for access to cultural and material resources and an expression of identity.

This report suggests that, for very similar reasons, language is a factor in strengthening resilience and is very much a factor in preventing conflict and strengthening communities.

We have identified five interconnected ways in which language is an essential component in enhancing the resilience of individuals, communities and institutions.

1. Developing home language and literacy: creating the foundations for shared identity, belonging and future study.

There is a clear body of research that shows the multiple ways in which children and young people's ability to attain high levels of success at school are related to the language of their education.

This is especially the case in relation to the degree to which home language instruction occurs in the early years and how additional languages are introduced in subsequent years. Therefore, the first connection made between language and resilience is the protection that comes from learners being able to access education in their home language, particularly in the early childhood years, and the extent to which they then face barriers to accessing subsequent years of schooling and higher education when additional languages are introduced. These barriers are identified as vulnerability factors.

2. Access to education, training and employment.

Supporting refugees and those affected by instability to develop competence in additional languages enables them to access a wider range of employment and training opportunities. Mastering specialised language (for example, language for specific purposes such as business English) is a core skill that enables adults to enter specific professions or trades. This specialised language is a source of protection, and the lack of it is a marker of vulnerability, in the sense that bilingual or multilingual ability can improve livelihood opportunities and economic integration.

3. Learning together and social cohesion: language-learning activities as a basis for developing individual resilience, ensuring dignity, self-sufficiency and life skills.

Language learning supports the development of those life skills that are generally part of non-formal and informal education. These skills are also the foundations on which many refugees strengthen their personal and community resilience. It is in this domain where we can see evidence of the highest levels of community-to-community interaction and clear examples of refugees coming together with host communities, thereby strengthening opportunities to build greater social cohesion. In these contexts language can increase refugee integration and protection by helping to forge new social networks and interaction with the wider community. Vulnerability factors are those related to not knowing the language of the community and the risks that this brings to refugees' ability to fit in and access local services.

4. Addressing the effects of trauma[1] on learning: language programmes as support and as a means to address loss, displacement and trauma.

Language has a central role to play in helping refugees to address the effects of loss, displacement and trauma. Language provides a voice for refugees so that their stories can be heard and understood.

The effects of trauma are often displayed in learning situations and language programmes can create safe spaces to work through the effects of trauma on children.

This could be through the provision of creative activities, play and stories in formal and non-formal education. Psycho-social interventions do not always need to be seen as separate interventions to language learning.

Language programmes can address the fact that children are in fight or flight mode as a result of displacement and trauma. Their internal worlds are programmed to make sense of their experience and these responses affect learning. The use, for example, of stories and the arts in language learning allows feelings to be expressed in the indirect third person with meaningful engagement in language and emotions (Sutherland, 1997).

This can be particularly powerful in the safe space of a second or third language. Work of this kind could be viewed as a source of protection. The challenge, and therefore the vulnerability factor, may be the need for language teachers to develop their confidence in using these kinds of methods, particularly if some of these teachers are dealing with the effects of their own trauma.

[1] In this document 'trauma' is used in a wider sense than the purely clinical and it could more accurately from a clinical point of view be synonymous with 'severe distress'. (See IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings and the Operational Guidance Mental Health and Psychosocial Support Programming for Refugee Operations.)

5. Building the capacity of teachers and strengthening educational systems: building institutional resilience through professional training for language teachers.

For UNDP (2015), the core of the resilience-based development response is supporting national systems. In the context of language, this means identifying the needs of institutional providers of language and education programmes and supporting them with resources that could help to build their capacity to support students to learn in multicultural environments. These resources build more protective spaces for vulnerable refugee and host community students.

They include teacher development opportunities that raise awareness of methodologies which:

- promote social interaction and understanding
- develop inclusive pedagogy
- facilitate multilingual learning
- focus on student-centred learning
- support teacher and student well-being.

Alongside these protective factors are a variety of barriers and challenges that education providers and teachers face when attempting to implement innovation at the level of the classroom or in large-scale teacher development initiatives.

These challenges relate to the systemic realities of teacher training systems in terms of their resourcing and size, as well as lack of space in the curriculum and teacher training schedule for the integration of new methods and assessment systems.

These conditions limit the opportunity to build the resilience of the education system and thus to increase protection for vulnerable students.

Strengthening Teacher Education in a Plurilingual Society (STEPS): Images from a British Council project that supports Lebanese public school teachers to teach English and French to Syrian refugee children.

Country-specific needs

Jordan

In Jordan the medium of instruction in schools and universities is Arabic. Some English is used in prestigious universities and in the private sector but English is less widely used in the capital, Amman, than in Istanbul or Beirut. Syrian refugees inside and outside the refugee camps follow the Arabic curricula for formal schooling though NGOs and INGOs and often focus some of their non-formal education efforts on English language learning. More than half of registered Syrian refugees in Jordan are children under 18 years of age. It is estimated that around 43,000 (17 per cent) of Syrian children remain out of school and are in need of formal, informal and non-formal education opportunities (3RP, 2016–17: 34). The focus of our assessment in Jordan was to map the language-learning needs and programmes in the refugee camps and identify initiatives that support family and vocational learning and work to improve social cohesion in communities outside of the camps. The researchers also assessed the needs of the formal and non-formal education sectors and looked at the need for Arabic and English language support as a way to provide formal links to school, qualifications and the jobs market.

Key messages: Jordan

- There is a need for language skills to help Syrians access decent livelihood opportunities inside Jordan.

- English proficiency is an important skill for higher education.

- Young Syrians who want to find work need to be able to access the curriculum in Arabic to gain their high school qualifications.

- There is a need for education programmes that cater for parents and families.

- Language is needed in formal and non-formal education settings.

Lebanon

Lebanon is a diverse, multicultural society and has a trilingual public educational system where the majority of subjects are taught in Arabic and English or Arabic and French. The need to learn in three languages is a critical challenge for Syrian refugee students who are used to learning in Arabic. In Lebanon, they require both English and French to access both education and employment opportunities. As with all countries in the region, there is considerable variation between urban and rural areas where much less English and French are spoken. According to the recent figures, 53 per cent or more of the 204,000 Syrian children (5–17 years), remain out of school (3RP, 2016–17: 34). Difficulties arise in accessing the curriculum in high school when it is delivered in English or French as a second language rather than a foreign language. Teachers need support in understanding and coping with the effects of loss and trauma of displacement. They also need support to understand the different profiles of students, strategies for teaching English and French as a foreign language as well as training to address cultural, cognitive, abstract and historic differences.

Key messages: Lebanon

- Opportunities for inter-cultural communication need to be promoted.

- Educational institutions and training need to be strengthened, particularly in relation to classes of mixed abilities, teacher follow-up and accelerated programmes of learning.

- More creative responses to language teaching need to be provided, as well as opportunities for teachers to develop foreign language teaching and learning strategies.

- The successful work being done to promote inclusion in classrooms – including through the socioliguistic approach – needs to be built upon.

Turkey

Turkish is the medium of instruction in state sector schooling across the country. English and Turkish are used in higher education, particularly in the private sector. Both languages create barriers for Syrians other than very well-educated refugees who had access to English before leaving Syria. In the south east of Turkey close to the border with Syria, there are increasing levels of Arabic being used as a lingua franca among the mixed Syrian and Turkish communities.

As of August 2015, an estimated 433,000 of the 633,000 registered school-age refugee children in Turkey were out of school (3RP, 2016–17: 34). However, numbers enrolled in formal education have increased significantly during the most recent academic year and enrolment rates in camps are relatively high. In host communities in Turkey the enrolment rate remains low at less than 30 per cent. Enrolment rates are highest in lower primary schools but numbers drop significantly in higher grades.

As a result, large numbers of youth require access to skills training, language programmes and higher education (3RP, 2016–17: 34). There is now a system of Temporary Education Centres that follow the Syrian curriculum and are staffed mostly by Syrian teachers. Some parents prefer to send their children to these schools. One of the access barriers to Turkish schools is the difficulty parents have in communicating with the school.

The main barrier for Syrians in Turkey is the need to learn Turkish, although English is also in demand for international contact. Women who are unable to speak Turkish are at risk of isolation, particularly in Istanbul and away from the border areas.

During the Gaziantep interviews the researchers spoke to stakeholders working in the border areas who felt that English already acts as a lingua franca for those working inside Syria as well as for those working for a future Syria. They were told that Syrians will need English in a way they did not before due to much higher levels of contact with the international community.

Key messages: Turkey

- There is a need for children to learn Turkish to access formal education in Turkish schools.
- There is a need to improve the Arabic literacy rates of Syrian children.
- There is a role for English language learning in giving an international voice for Syrians inside and outside the country.
- There is a need for programmes that teach Turkish in a communicative way for everyday life, to access public services, training and employment.
- There is a need for teacher training on how to include students in classes where their home language is not Turkish.
- There is a need for training and support of Syrian volunteer teachers in Temporary Education Centres.

Kurdistan Region of Iraq

In the south of Iraq, Arabic is spoken and written by the majority of the population. It is the language of the Federal Government based in Baghdad, and the international community often uses translation from Arabic into English for their work. Arabic had a similar official status in the Kurdistan Region of Iraq for many years even though Kurdish was the first language of the Kurdish people who lived there. As the autonomy of Iraq's Kurdistan Region has increased, so has the official role of the Kurdish language. Parents can now choose to send their children to Kurdish- or Arabic-medium schools, though their decisions to do so are often based on complex trade-offs between Arabic as a more useful language in searching for jobs, and Kurdish as a marker of Kurdish identity and the language of the home. Different varieties of Kurdish are used by different Kurdish communities inside Syria, Iraq, Turkey and Iran.

An estimated 65,000 child refugees from Syria are in Iraq, along with 900,000 Iraqi students who are internally displaced. Some 42 per cent of Syrian children, or 27,700 (3RP, 2016–17: 34), remain out of school and in need of expanded education opportunities in Arabic – the language of instruction in the Kurdistan Region of Iraq (3RP, 2016–17: 34).

Key messages: Kurdistan Region of Iraq

- There is a need for wide-scale teacher education programmes as the demand for English among host communities and newcomers continues to grow.
- There is scope for expanding the existing English classes that NGOs run in out-of-camp contexts such as non-formal learning programmes.
- There is a need to educate teachers to use communicative language teaching methods and for specialised training for those teaching young learners in the camps.
- The schools outside the camps include learners from many different cultural backgrounds. The teachers need support with English proficiency and communicative teaching methodologies.

Language for Resilience Remote Teacher Training Pilot in Kurdistan Region of Iraq.

Priorities and opportunities for language programming

This report identifies five interconnected ways in which language is an essential component in enhancing the resilience of individuals, communities and institutions. In this section, priorities and language programming opportunities for each of these five areas are identified.

Theme 1: Home language and literacy development: creating the foundations for shared identity, belonging and future study

The research found that valuing and including learners' first languages in their schooling provides protection, not only by strengthening their emerging literacy development but also in establishing the foundations for additional language learning, leading to improved longer-term economic prospects. Home language development strengthens resilience at the individual and family levels through higher-level academic attainment as well as through the increased employment opportunities that stem from this attainment.

Home language also plays a central role in families' attempts to sustain a sense of belonging through a common language and common identity. This illustrates the dynamic relationship between language, identity and resilience at the individual and community levels. Language is the means through which narratives of community building and nation building are produced (UNICEF, 2016).

This is demonstrated through the importance that families place on developing their home language so that their educational qualifications in this language are recognised and can be drawn upon when they return to Syria. The families interviewed saw a link between the use of home language in rebuilding their own financial resources as well as rebuilding a future Syria.

Non-formal education programmes by NGOs

NGO staff inside camps and tented settlements spoke of their work preparing students for the formal sector through their non-formal education programmes.

Case study: Accelerated Learning Programme (ALP) run by Norwegian Refugee Council in Zaatari refugee camp in Jordan

Students aged eight to 12 years old who have missed one to three years of formal education are supported to reintegrate into formal schools elsewhere in the camp. Students are tested and placed at an appropriate level where they study using condensed versions of the Jordanian Ministry of Education textbooks. They are provided with additional worksheets so that they can finish two classes in one year. If they succeed they are able to enter formal schools.

Options for programme development

- Develop the language skills of teachers on Accelerated Learning Programmes (ALPs).
- Build the capacity of teachers to provide a more communicative and motivating learning environment.

NGOs in urban, peri-urban or rural contexts

Over 85 per cent of refugees are living outside camps in urban, peri-urban or rural areas. The researchers saw many examples of non-formal education programmes in these contexts. They included Arabic literacy courses for children and adults who wish to develop their home language literacy skills while living in Turkey and the Kurdistan Region of Iraq where Arabic may not be used as the medium of instruction. In these two contexts, Turkish and Kurdish are often used as the language of instruction, the latter in a range of dialects.

Options for programme development

Bilingual programmes which support students to use target languages can be designed in response to the specific local context of each country or region. An example of this might be home language Kurdish instruction in the early years, transitioning to Arabic as the dominant medium of instruction for delivery of the curriculum. International languages such as English can then be introduced as part of the curriculum or as the medium of instruction for higher education.

How dialects and non-standard forms should be treated in schooling should also be mapped. Language working groups in each country can take up this role.

Formal education

In formal, mainstream schools in Lebanon and the Kurdistan Region of Iraq, the researchers were told that Syrian refugees do very well in Arabic but not at all well in English. This is because prior to the conflict Syria prided itself on the quality of its Arabic instruction while English was not given prominence. In the Kurdistan Region of Iraq it was observed how different dialects of Kurdish as well as Arabic and English compete for space within the curriculum where parents must often choose between the cultural importance of home languages and the economic dividends of Arabic and English.

In Turkey, parents are also choosing between the advantage of attending a Turkish-medium school and the desire to keep their children in Arabic-speaking Syrian curriculum schools.

Options for programme development

The essential ingredient for strengthening the resilience of refugees through language instruction in mainstream schools is the provision of home language-based learning programmes. These support the transition to national language acquisition as they lead to better educational outcomes for minority children (UNICEF, 2016).

Case study: Accessing Education – Language Integration for Syrian refugee children (British Council, Lebanon)

The Accessing Education Project takes a plurilingual approach to language teaching so that children learn to switch easily between languages. Based on current guidance from the Council of Europe which recognises the need to value all the languages and strategies that children bring to their learning. However, it was also found that teachers struggled to include the materials, and to some extent the techniques, they had developed in their teaching due to the demands of the mainstream curriculum.

A detailed case study of this project can be found in Appendix 1.

Strengthening Teacher Education in a Plurilingual Society (STEPS): Images from a British Council project that supports Lebanese public school teachers to teach English and French to Syrian refugee children.

Theme 2: Access to education, training and employment

In each of the countries visited the researchers were met with a clear message about the role of English. Learners, teachers and NGO staff all spoke of the protection that international languages such as English and French provide when it comes to accessing higher education and employment in each of the four countries.

Vulnerability lies in not having enough English or French skills to access English or French-medium mainstream schools in Lebanon or degree programmes in all four countries where classes are taught in English for certain subjects. There is a recognised need to provide educational opportunities and progression into training and employment for vulnerable people, especially young people.

It is clear that different sectors of the Syrian community would benefit from language programmes that provide a link to education, training and employment opportunities.

Across the four countries, the needs highlighted were:

Access to higher education

Many young Syrians have not had access to or been able to complete their higher education (HE). These young people need language skills to increase their chances of being accepted into HE courses in their host countries or in Europe. English is generally in high demand although in Turkey, Turkish is also essential. A smaller number of young people expressed the desire to learn German and French. The views of young people on the British Council LASER project in Jordan show that they believe language learning is essential for giving Syrians a voice to share their experiences and opinions with the rest of the world and for improving their lives:

English is used everywhere, it's language for communication.

Any language opens doors to new cultures, new opportunities, extra money, and study.

It's the way to salvation.

Conference in Zaatari Camp: The role of language in times of crisis – discussing common challenges and lessons learned in providing language education programmes for displaced Syrian communities.

Some students were very specific about their future goals: 'I need it to study science.' Some spoke passionately about wanting to get a better education, return to Syria and 'to be ready to rebuild our country.' They talked about the need to get jobs, even unofficial, in their host country: 'The only job I can get is translating and market research.'

Case study: The language support component of UNHCR's Albert Einstein German Academic Refugee Initiative (DAFI)

Since 1992 this programme has granted scholarships to young refugees at universities, colleges and polytechnics in order to help refugees access tertiary education. The populations of concern to the DAFI Programme are socio-economically disadvantaged and academically deserving refugee students currently in a country of asylum.

Since 2013, UNHCR has significantly scaled up the number of DAFI scholarships in the region (Egypt, Iraq, Jordan and Lebanon) by expanding the existing programmes in Jordan and Egypt, as well as setting up a DAFI programme in Lebanon in 2014. A DAFI programme in the Kurdistan Region of Iraq will be launched for the academic year 2016–17.

Beginning with 12 DAFI scholarships for Syrian refugees, UNHCR allocated 70 new scholarships for Syrian refugees in Turkey in 2015. A total of 5,803 Syrian refugees applied online for the scholarships. In response to the interest, Germany and UNHCR have decided to allocate the largest share of new scholarships for Syrian refugees to Turkey. UNHCR's partner for the DAFI programme in Turkey, The Presidency for Turks Abroad and Related Communities (YTB), has, since 2014, committed to provide up to 1,000 scholarships per year to Syrian refugees on behalf of the Turkish Government.

In Turkey, UNHCR Turkey is working with the Presidency for Turks Abroad (YTB) to offer Syrian high school graduates the opportunity to participate in an intensive language training programme that supports access to higher education in Turkey. This initiative aims to address the difficulties faced by many refugee students who are unable to continue with their academic studies as they are unable to acquire the necessary academic proficiency in Turkish to meet university entry requirements.

Case study: The EU funded LASER Project, British Council, Jordan

The LASER project aims to provide access to higher education for young people, aged 18–30 who, as a result of leaving Syria, have been unable to begin or complete their higher education studies. Students in this programme are learning English as the first step to accessing online HE courses. Implementation of this programme has also shown the need for other types of language programmes.

Applications for LASER have come from older students as well as from those who don't have English language levels high enough for entry into the programme (which requires a basic level of English). This suggests that there is a strong need for language classes for people who want to follow a non-academic route into employment and training.

Language for vocational programmes and work

LASER clearly identified a second group of young adults who want to work, but who do not want to follow an academic path. These young adults may not have had much formal education but are entrepreneurial and ambitious; they want (for example) to set up small enterprises to trade in the camps and the local markets. They include young people who are already taking part in vocational training and skills programmes.

Case study: Norwegian Refugee Council (NRC) Jordan

NRC provides skills training programmes in the camps in Jordan where young people study practical, vocational subjects such as IT, tailoring, barbering, beauty, welding and electrics. As part of these programmes, learners take support subjects including English, Maths, Arabic and Life Skills. NRC aims to increase female participation and has now opened a second centre in Zaatari for ongoing skills development. It would seem that these young people would benefit from further language programmes linked to vocational projects.

Conference in Zaatari Camp: The role of language in times of crisis – discussing common challenges and lessons learned in providing language education programmes for displaced Syrian communities.

Case study: YUVA, Turkey

YUVA is an NGO in Turkey that has been offering Turkish courses and the TURMAR exam as well as English and the TOEFL exam. Demand for Turkish is high for adults who are looking for work opportunities. English is wanted by 17–24 year olds, although adults with a school background in English also want to refresh their language and improve their speaking. They have often learned using a traditional grammar translation method and want to learn functional, conversational English. Barriers to learning for these adults included class timing. Men who are working during the day want to attend in the evening or on Sundays and it is therefore mostly women and children who are currently attending classes during the day. YUVA reports that there has been some interest in learning German and they are discussing this with the Goethe-Institut. YUVA is currently trying to make a protocol with the ministry to gain permission for programmes that offer vocational certificates (e.g. pastry making, electronics, welding, A/C trades). They hope to do this through the adult education centre 16+ curriculum.

It is clear that increased opportunities to develop specialised language lead to further opportunities for financial security for individuals and communities. The researchers were also told that increased income at the family level had an impact on parents' ability to pay for children's school fees or catch-up classes.

Options for programme development

The examples above show that programmes could be designed to address language necessary for the workplace, including job application skills and interviewing.

NGOs play a key role in providing both formal and informal advice. They help refugees overcome the cultural and contextual barriers that they face when filling in forms for scholarships and visas. Programme responses need to focus on the language of the workplace as well as the specialised literacy and language skills of completing bureaucratic forms.

Professional language

Professionals such as lawyers and NGO workers reported that they needed English to be able to communicate with international colleagues, read international reports and research papers, and to participate in international forums and online networks. Syrian refugee professionals said that their schooling in Arabic was the best in the region and was an important part of their local professional networks, but in order to participate globally they required English.

Conference in a Camp: Roundtable exploring insights emerging from examining the role that language can play in enhancing resilience in Syrian refugee communities and refugee hosting countries.

The challenge here is providing access to the specific genre of language that specialist groups need. For example, Syrian lawyers explained that they needed access to research literature so that they can keep up with international legal and judicial changes. Syrian NGOs supporting civil activists in Syria said that they need English to read professional research papers on civil governance and society, as well as presentation and report writing skills.

The resilience and agency of these key actors – who have critical roles to play in shaping Syria's future – is enhanced by their ability to use different academic and formal language styles to engage and influence their peers, both at home and in the international community.

Options for programme development

Courses in English for Specific Purposes could be offered to targeted groups, for example, lawyers and civil society staff both inside and outside Syria.

School catch-up programmes

A need for language catch-up programmes, particularly in Lebanon, where secondary schools are either English- or French-medium schools, was identified. Teachers report that Syrian students are not able to access the curriculum because they do not have the required level of English or French. Jordanian teachers also report that Syrian students are behind in language classes because they start to learn English in Syria at a later stage than in Jordan. In Turkey there is a clear need to have catch-up classes in Turkish for Syrians who want to enrol in formal Turkish schools. While in Kurdistan, support for Syrian students in Kurdish must be balanced with catch-up programmes that focus on Arabic and English.

Case study: UNICEF Lebanon

UNICEF Lebanon has been working with the curriculum development unit at the Centre for Educational Research and Development (CERD) on an accelerated learning programme for children who have been out of school for between two and three years. This programme covers all curriculum subjects. Evaluation of the pilot has highlighted the continuing need for training in teaching both English and French as additional languages. It has also shown that general curriculum revision would benefit all students.

Case study: Souriyat Across Borders (SAB) Jordan

SAB provides rehabilitation for Syrians wounded in the war and also provides services for the local Syrian community. It is currently organising catch-up classes for high school students aged 17 and 18, run by Jordanian volunteer teachers. Most of these Syrian students want to take the final school-leaving certificate and need extra tuition to catch up. There is a need for more of these classes, particularly in languages because they are a significant area of need for Syrian students.

Language programmes for those with special educational needs or disabilities (SEND)

There is a gap in the provision of training and programmes for young people and adults with special educational needs and disabilities. Lebanon and Jordan are working to include students with SEND in mainstream education. In principle Syrian students with SEND should also be integrated into national mainstream education, but it is not clear that this is happening in practice.

Case study: The Hub, Jordan

The Hub, based in the British Council, Jordan, aims to empower deaf people by providing them with tools to help them function more effectively in their communities, and trains teachers to teach English to the deaf. Jordanian deaf students have some access to higher education but often are not fully engaged in learning because of low expectations. The Deaf Empowerment Association is now a registered NGO working nationally and internationally. It is not currently in contact with any Syrian refugees but understands that there is a need to support the deaf community.

International languages for local NGO workers and the donor community

In all countries, the need to improve the language skills of local NGO workers was identified. For some, the need was for written English (for example, for reports) while for others it was for spoken English, either conversational with international visitors, or more formally, for presentations and meetings.

One interviewee who works on international development in the Kurdistan Region of Iraq described English as the lingua franca of the international community.

He added that it is also an important language for the Kurdistan Regional Government for attracting external funding. He said that he firmly believed that English language is central to the future development of the international community's response in Iraq.

Strengthening Teacher Education in a Plurilingual Society (STEPS): Images from a British Council project that supports Lebanese public school teachers to teach English and French to Syrian refugee children.

Theme 3: Learning together and social cohesion: language-learning activities as a basis for developing individual resilience, ensuring dignity, self-sufficiency and life skills

Resilience can also be defined as having the internal resources to overcome adverse circumstances. Certain language teaching methodologies may support the building of the skills of personal resilience, such as those identified in the PERMA model (Seligman, 2011) of positive attitudes, engagement, relationships, meaning, achievement, as well as the general skills of communication and social, emotional and life skills. Education in general can of course build these skills but language has a crucial role to play because it is vital for human communication and self-expression. Language learning also builds relationships – something that was very important to many of the students interviewed.

In addition to strengthening young people's internal resources, well-designed language programmes can also foster intergenerational community connections and family cohesion (May, 2012). A significant role for language learning can be seen here in the strengthening of social cohesion across different community groups. The need to include a focus on back-to-learning campaigns and the mobilisation and engagement of parents, families and communities has been recognised as a strategy to enhance resilience.

Language learning in out-of-camp settings

Several of the NGOs visited already provide language classes for their beneficiaries. NGO staff emphasised the importance of the English language for their beneficiaries but they also all acknowledged that they were not able to provide teachers with professional development opportunities. Nor were many NGOs able to meet the demand for English classes.

Case study: Mercy Corps, Kurdistan Region of Iraq

Mercy Corps teaches mixed classes of refugees, IDPs and host communities as part of its social cohesion strategy. The most important aspect of the selection of participants for courses is that there is a mixture of all three communities. There are also opportunities to support the Kurdish and Arabic language teachers with techniques from communicative language teaching which underpins the pedagogy of modern English teaching.

English in camps

Many examples of how English is taught in primary and secondary school classes in both formal and non-formal classes were observed. However no examples of English programmes for adults were found, despite clear demand.

In Zaatari camp parents spoke about wanting to learn English so that they could help their children with their homework. They emphasised that they would not be complete beginners but that they would be 'false beginners'. Some had also learned French at school. They said that there were no courses suitable for them and suggested that they could also learn together with local NGO workers if that was easier to organise.

The value of parents' learning

The researchers saw examples of parents' learning in Mercy Corps centres in the Kurdistan Region of Iraq where the fathers of school-aged children came together once a week to discuss issues related to their children's education. These men came from refugee, IDP and host communities and communicated in a mixture of Kurdish, Arabic and English. Those interviewed expressed a desire to learn English. In Turkey, staff from local NGO 'DARB' spoke about families coming together in an 'atmosphere not official' and described a family language learning initiative that developed because parents could only attend if they could bring their younger children with them.

These examples would all seem to show people wanting to find meaningful engagement in their current situation, a key protective factor in fostering individual and community resilience.

Hard-to-reach women

Research in the UK has found that many migrant women with low education levels benefit from learning English with their children, as it has a positive influence on physical and mental health as well as providing much-needed opportunities to come together with other women in a safe environment. Ward and Spacey (2008) found that many women valued strong communities and supported neighbours, though few were active citizens outside their own community, primarily because of language, low confidence and lack of information.

Case study: Unite Lebanon Youth Project (ULYP)

In Lebanon ULYP has run programmes where Syrian and Lebanese mothers learn new skills together, such as IT and English. The main benefits are increased understanding of each other and the development of friendships. One Syrian mother reported that, before attending the group, she had only hung her washing out late at night when no one could see her and that, after the group, she felt more confident with her neighbours and their families.

Options for programme development

The English My Way project developed by the British Council in the UK focuses on 'hard-to-reach' women that have a history of being outside education, with few qualifications and perhaps low literacy in their home language. This type of project could perhaps be adapted for other contexts.

Language for personal dignity

In Jordan the researchers spoke to disabled refugees, wounded in the war and rehabilitating in a centre run by the local NGO 'Souriyat across Borders'. These refugees spoke of their desire to learn English in order to communicate with the medical professionals and to understand their medical notes. Similarly, parents in Zaatari camp spoke of the desire to be able to communicate with foreign INGO staff around their children's medical needs. This seems to be a way in which language acquisition would give dignity and

a voice to these refugees. In Turkey the researchers learned that women in particular need to learn everyday functional Turkish for shopping in the market and attending hospitals. Even though hospitals might have Arabic interpreters, there is a human need to talk about and understand one's own treatment. One of the children met in Turkey also spoke of his need to learn Turkish and English to go to the pharmacy for his father. It would seem that some children in this situation are becoming language brokers, translating for their parents and taking on adult responsibilities.

Bilgi University research in Turkey identified the difficulty parents have communicating with teachers regarding their children. Because there are not always interpreters available, principals believe that parents are reluctant to engage with their child's education. It would seem that lack of language here prevents parents, particularly mothers, from supporting their child's right to education. In Lebanon, where the language barrier is not such an issue for everyday life, children in Chatila camp school spoke about their desire to communicate with foreign visitors and tell them their story.

Options for programme development

Functional language programmes could be offered using an ESOL approach where language is determined by participants' needs, perhaps using a community volunteer network where local people teach their own language as an additional language.

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Theme 4: Addressing the effects of loss, displacement and trauma on behaviour and learning

Psycho-social interventions do not always need to be seen as separate interventions to language learning. Language programmes can take account of the fact that many children are in 'fight or flight' mode as a result of displacement and trauma, and create activities accordingly. Language-learning activities may create safe spaces to work through the effects of trauma and loss of learning. This may be through the provision of creative activities, play and stories in formal and non-formal education. This kind of work is taking place in Arabic, but it could also be combined with second language learning. English language programmes already use storytelling and drama as a way of interactive communication, and it has been used successfully in the ESOL context in the UK by Rewrite in its Creative ESOL programme (www.rewrite.org.uk).

Options for programme development

There is an opportunity here to further develop creative ways of teaching language, particularly in non-formal and informal contexts. Many workers in these contexts are aware of well-established participatory methods and theories of learning, such as Freire's theory of critical pedagogy (1970). There may also be an opportunity to use music in language learning, harnessing methods such as those advocated by the British Council World Voice project.

Language and play

There appears to be a need for language and play programmes in pre-school and kindergarten. This would be of particular benefit in Turkey, where children need to be learning Turkish at a much earlier stage.

Case study: Relief International (RI) Jordan

RI has been using creative tools in their informal education centres in the Zaatari camp. As an example, 60 Syrian volunteers have been trained in storytelling in English classes. Storytelling has been identified by researchers such as Bettelheim (2010) as a key way for people to make sense of trauma and loss. Future possibilities for combining some of the RI tools such as civic and non-violent cartoons for use in language learning have been discussed. RI is also working with the Berghoff Foundation to look at interactive theatre techniques around the use of space and movement.

Case study: Arab Puppet Theatre, Lebanon

The use of puppets and drama allows feelings to be expressed in the indirect third person with meaningful engagement in language and emotions. The Arab Puppet Theatre in Lebanon is already providing shows in UNWRA schools, exploring themes such as loss of identity, displacement and violence. This type of work can be particularly powerful in the safe space of a second or third language. The mask of another language creates a safe distance from which to explore experience.

Case study: Live Lactic Culture, Lebanon

The Live Lactic Culture Association uses ideas from the Theatre of the Oppressed as a bridge to peace-building work. This type of theatre gives the participants a voice, a chance to shape and tell a story, and builds their confidence – but in the safety of the third person. Staff from the association stated that they believe it is possible to do this kind of work in another language.

Much first- and second-language learning is not intentional but incidental (i.e. while doing something else) and implicit (without awareness) (Liu, 2002: 52).

In Turkey the researchers learned of a small-scale project where students learned songs in different languages and taught each other the correct pronunciation.

Regional case study: Ettijahat Independent Culture

This is a Syrian NGO registered in Belgium with a presence in Lebanon, Turkey, Egypt, Jordan and Syria. Their long-term aims are to integrate social culture into social change. In Lebanon they developed a project with a group of artists who trained teachers to use interactive skills in their classes. This was a three-week intensive training for 12 teachers and included planning and feedback/observation.

They also ran a summer school in Jordan for teachers who wanted to be able to use drama during teaching. Participants were mainly young Syrian teachers, who were literature students with little teacher training. The feedback suggested that they would benefit from a longer, more in-depth training.

Options for programme development

Programmes could be developed which link language programmes with interactive methods from the creative arts and would include:

- team teaching with NGO workers who are skilled in these approaches
- dual-language theatre workshop development
- pre-school and KG language and play programmes.

Theme 5: Building the capacity of teachers and strengthening educational systems

This final section brings together previous findings about the opportunities to strengthen resilience at the individual, family and community levels to see how these relate to institutional resilience within education systems. This is achieved by identifying the protection factors related to teachers' classroom procedures, which include classroom management and classroom language, as well as acknowledging the students' home languages and the cultural practices they bring to their learning.

This is seen within the context of formal education systems. For UNDP (2015) the core of a resilience-based development response is the support of national systems to assume the role currently played by international humanitarian relief agencies. Ministries of Education are already meeting the needs of the thousands of refugees in their classrooms. The 2015 Regional Refugee and Resilience Plan (3RP) states that: 'The quality and relevance of education will be improved through professional development for teachers, facilitators and school staff on child-centred, protective and interactive methodologies, classroom management and psychosocial support (3RP, 2015: 29). There are opportunities to provide this type of professional development to language teachers through teacher education programmes.

Need for supportive relationships inside the classroom

Luthar and Cicchetti (2000) cite the supportive relationships that learners develop with adults in schools as an example of a protective factor. However the researchers were frequently told how teachers in some state sector schools do not know how to create safe inclusive spaces for learning. What is equally as vital as understanding the identities of their students is helping teachers understand how their own personal identity is an important aspect of their professional identity as a teacher. This is particularly important when teachers are working in low-resource environments and where there is a lack of opportunities for teachers to engage in professional development activities. Moreover, when teachers need to respond to students from different language and cultural backgrounds to themselves, they need to understand how important their own ethnicity, language knowledge and other aspects of their individual make-up are to them.

This knowledge will help them understand the needs of the students they are teaching. It will also help engender more supportive relationships with their students and thus build resilience.

The difficulty in developing understanding and good teacher–pupil relationships was highlighted in comments from students in Zaatari camp who were in formal schools:

The teachers are forced to teach us, even if they don't want to. We feel like we are unaccepted in the community, they are travelling from another community and someone forced them to teach us.

We want a friendly atmosphere inside the classroom so that if you ask to repeat information you don't feel you can't ask again because the teacher is not friendly. I stopped going to school because of the atmosphere.

I didn't like the way I was treated. The only good thing was the biscuits.

The teachers were playing on their mobile and not teaching.

Supporting learning needs

Even students who were very keen to work in class said there were difficulties in school because the teachers did not know how to support their learning needs:

I feel really bad because it takes me ages to read the exam and I can do it but not read it.

I feel like they are dealing with me as a refugee and not a person.

Students were clear about what they needed from their teachers, particularly with language learning. In Jordan, they said that they would like to focus more on games and conversation and have teachers who used different methods and activities in the classroom. They also said they would benefit from having access to a library of English books that covered different topics and genres (e.g. cookery).

In the lessons observed in NRC classes in Jordan, the Jordanian teacher taught the Jordanian Ministry of Education curriculum and the Syrian teacher assisted by monitoring attendance and checking resources. These teachers receive coaching by the Jordanian Teacher Support Officer whose role is to monitor the quality of the programme and carry out lesson observations. These teachers said that many of the students struggle learning to write Arabic and need help with how to start writing and how to hold a pen. Since they have had only limited exposure to English in Syria they then struggle when entering the Jordanian formal sector where English is taught from Grade 1. Students told us that sometimes the Jordanian teacher and the Syrian teacher gave them different information and explanations.

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It was apparent that some teachers recognised the difficulties students were having but were not sure how to deal with them. For example, in Turkey teachers did not know how to deal with students in their classes who could not speak much Turkish and were not accustomed to writing from left to right.

They are just sitting in class, don't know Turkish, what can I do … and I can't do one-to-one with them.

Options for programme development

Teachers need help to support learners with low literacy in Arabic as well as training on the best ways to team teach or to make use of teaching assistants.

State sector teacher-training programmes for English language teachers

State sector teachers in all four countries wanted training in both communicative language teaching and opportunities to develop their own English language proficiency. The need was expressed for all subject teachers to have access to language programmes, not only language teachers.

Case study: Accessing Education – Language Integration for Syrian refugee children (British Council, Lebanon)

One of the key success factors in this project was the model of collaboration and training design used. The project involved all stakeholders, including national trainers, advisers and teachers at each stage, beginning with an extensive needs analysis. It provided a mix of reflection, interactive methodology and practical ideas/materials. It involved coaching, mentoring and follow-up sessions with classroom observations and feedback. It also offered training that would benefit all students, including the host community students. Any future programmes would benefit from adapting a similar model. If this approach is to be embedded into the wider curriculum, it is essential to ensure that any training involves follow-up and working with the advisers/inspectors as well as the teachers.

Options for programme development

There is a need for ELT teacher methodology development for teachers who deliver English language classes to young learners and adolescents. The British Council has several programmes that could be applied in this context to teachers in the formal and non-formal sectors.

There would also appear to be a need to help teachers to understand and manage the impact of the trauma of displacement on students who are in their classes and to work on their own well-being.

In Turkey there is a clear need to develop programmes to teach Turkish as a second language.

For these programmes to work, they need to be embedded in the system and offer training opportunities that develop good practice for all students, including host community students.

The non-formal sector – students attending Syrian schools, with Syrian curriculum and taught by Syrian teachers

Many Syrian teachers have little formal training in communicative English language teaching. They are keen to help their students, with a shared understanding of the situation and committed to their own learning, but they generally lack classroom management skills. They may also need support dealing with their own feelings of loss and displacement in order to support students whose trauma is evident in class. Students observed seemed to enjoy the lessons but it was also reported that there were discipline issues in some classes, particularly with boys. The needs of the teachers may be summed up by Ali, aged 14, who is in informal education in Jordan:

Some boys come only to have fun in the informal schools, and to disrupt the class; they need more control from the teacher. We need a strong teacher, but not one who hits us. The problem is the students themselves, they don't understand that the teacher is not their friend; teachers need to be friendly but not too friendly.

The children interviewed thought that language learning was important and it would seem they could find meaningful engagement if learning in the right environment:

Each language means one man becomes more powerful.

It's a way to communicate with the world around us.

I will need it if we travel, my family is thinking of travel.

They need to understand me and I need to understand them.

Case study: Basma Wa Zaytouna, Chatila Camp, Lebanon

This school is in the Chatila camp in Beirut. A range of subjects, including Arabic and English, are taught but not accredited in the Lebanese system. Students have to transfer to formal schools to complete their schooling. The school also accepts students with special educational needs and disability (SEND) and would like more help in supporting these students to access education.

Case study: the needs of Syrian volunteer teachers

H is a teacher from Syria who taught himself English using the internet and online courses. He has had no teacher training. He conducted a lively, interactive lesson with a class of 16 students aged 12 to 14 where most students were keen to participate and call out in English. The lesson was a traditional grammar-based lesson, with little chance to personalise or use the language in a meaningful way. The students said that English was 'important for the world' and that they liked writing stories and plays.
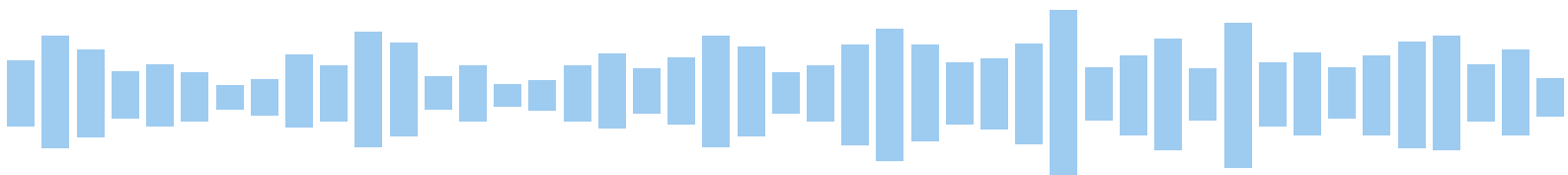
The teacher said he needed more opportunities to practise speaking and using real-life language. He also needed help with classroom management, making language communicative and ensuring all students got a chance to be engaged.

### Case study: Surge for Growth Programme, Jordan

This is a teacher-training programme, working with language teachers who are teaching Syrians in villages and camps. The teachers are generally young with no training, not confident with their own English and say the Syrian students are low level and struggling. The students are not motivated in the NGO schools and the boys particularly are not interested.

The trainer spoke about students in another class banging on the caravan, making a disturbance so that the teacher couldn't finish the lesson. Trainers reported improvements in the confidence of most teachers on the programme and are focusing on giving them simple tools and a lot of encouragement.

Options for programme development

Methods of delivery: when considering the development of any language programmes, there are opportunities to use a variety of delivery methods. Methods to be considered and which have been used successfully in other contexts include:

- remote delivery of programmes, using online tools, for example, Skype
- smartphones and apps
- distance learning material online such as those developed by UNRWA and widely used across Syria to support continuing education for children
- low-cost computer solutions such as the UNICEF-piloted Raspberry Pi in Lebanon, a low-cost ($25) credit card-sized computer that plugs into a monitor or TV and uses a standard keyboard and mouse
- arts and theatre
- youth and peer educator programmes
- language development and academic content development seen as inter-related. For example Content and Language Integrated Learning (CLIL) programmes, where important issues are explored through classroom language.
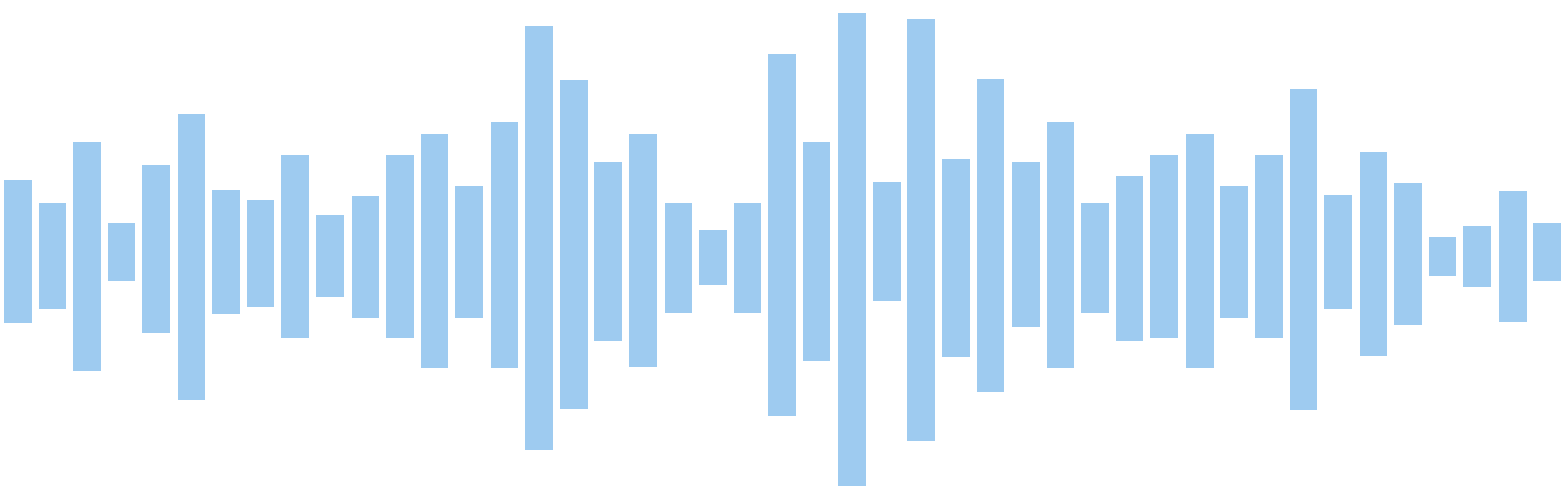
Implications and recommendations

Theme 1: Multilingual programming

Programme responses that promote home language learning and support the transition to national language acquisition lead to better educational outcomes and provide increased opportunities for strengthening an individual and family's resilience. These programmes lay the foundations for better acquisition of international languages such as English, while enhancing post-schooling economic prospects.

Possible programmes can include:

- training for teachers/facilitators/workers in INGOs on valuing and making use of the home language in classrooms
- Connecting Classrooms – providing opportunities for professional development and exchanges with UK schools that support large numbers of students whose first language is not English
- opportunities for family learning including courses for parents on supporting the development of their children's literacy skills
- creating communities of learning – teachers, parents, families.

Theme 2: Language learning for higher education and employment

The high demand for English, both as a subject in the curriculum and its increasing use as the medium of instruction in higher education, should be met through programmes that affirm both home languages as well as national languages, thereby providing higher levels of social participation by refugees alongside host community learners.

Principals are keen to see a link between formal assessment and Ministry of Education curricula and the communicative needs of their learners who want to be able to speak international languages such as English while passing their exams in national languages such as Arabic.

Possible programmes could include:

- language preparatory courses for secondary school leavers transitioning into higher education
- provision of specific language courses for identified needs e.g. English for Academic

Purposes (EAP) or English for specific purposes (ESP) for lawyers, civil activists and young entrepreneurs who are not going to higher education and for those with special needs. Training and materials should also be developed for vocational language programmes

- language courses for those who have dropped out of education – these need to be delivered in a participatory way on relevant topics and consideration should be given to the development of assessment and certification tools. These could be based on the British Council Aptis as well as other assessment tools designed by the UK assessment community. There would also need to be specific programmes for textbook writing, curricula and training for this type of assessment-led systemic change.

Theme 3: Community language learning

Improved community cohesion and integration is supported by programmes that bring refugees and host communities together to learn. The researchers found that opportunities for English language in communities were of particular interest to mothers, fathers and adolescents in all four countries.

Possible programmes can include:

- training for teaching additional languages (e.g. Turkish) in a communicative/functional way for everyday living as well as in school
- developing community volunteer networks on how to teach their own language as an additional language
- integrating basic literacy and numeracy in language programmes for youth and adult learners
- language programming which uses a 'Content and Language Integrated Learning' (CLIL) approach, where the content of the course is driven by the skills the community wants to develop and is studied through the medium of the language being learned. For example, the content could cover life skills, citizenship, creating inclusive communities, mediation skills, and basic numeracy and literacy
- language programmes that address the needs of everyday situations (such as talking about medical needs).

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Theme 4: Language activities as supportive psycho-social interventions

Methods can be used in language teaching that allow participants to explore feelings and personal stories in a safe way.

Possible programmes can include:

- language programmes that use the creative arts, drama, puppets, etc.
- dual-language theatre workshop development
- training programmes for language teachers and facilitators that build their understanding of the impact of trauma on learning and provides tools and activities that can be used to help address this through their teaching
- pre-school and KG language and play programmes.

Theme 5: Teacher development for inclusive language education

Lack of access to a dominant language such as English creates disadvantage among marginalised groups such as refugees. Teacher development programmes that enable state sector teachers to create inclusive mainstream classrooms also create opportunities for social, cultural and economic advancement.

Language courses for those who have dropped out of education need to be delivered in a participatory way and address relevant topics.

Possible programmes could include trainer and teacher training packages. These must deliver on:

- **National or international guidelines:** awareness-raising of specific curriculum entitlement of newly arrived refugee students, what to teach and how to address the initial language development needs of the refugee learners from diverse backgrounds, and how to meet the language learning needs of all refugee learners in subject teaching. As an example, guidance could be provided in the literacy and mathematics strategies for primary classrooms as well as in the main curriculum subjects in secondary schools.
- **Training for school principals and teacher co-ordinators** on, for example, refugee induction; content and organisation procedures for welcoming newly arrived refugees into school.
- **Teaching in inclusive classrooms** dealing with multi-level and multilingual students with different home languages.
- **Managing classes** with challenging students.
- **Planning** for mixed abilities, particularly those students who are behind in English/French/Turkish.
- **Developing** teacher awareness and confidence.
- **Managing** teacher stress and resistance.

Non-formal sector

- Teachers of English in the non-formal sector need further basic language and methodology programmes to include planning and classroom management skills. Recognition and certification of such programmes should be considered.
- Support for the well-being of all teachers and particularly those who have also experienced loss, trauma and displacement.

Taking the Language for Resilience agenda forward

Development of evaluation tools: Language Vulnerability Index

It would be useful to consider quantitative tools that would contribute to the development of the links between language and resilience. One such tool could be a Language Vulnerability Index, which could be developed to measure how an individual's language profile contributes to their level of vulnerability or resilience.

It may also be possible, for example, to apply the resilience lens criteria to any future programmes, namely to assess them according to their ability to:

- strengthen national/local capacities and institutions

- contribute to sustainable change
- contribute to social cohesion.

Qualitative tools such as interview questions can also be developed to extend the quantitative tools described above. These would need to take account the three levels that influence the capacity for resilience described in this report (individual, community and institutional).

At the individual level, vulnerability is associated with the extent to which refugees face barriers to developing proficiency in the spoken and written varieties of their home languages. Following this, barriers to acquiring the additional languages that can lead to educational attainment and employment opportunities also reduce the resilience of individual refugees and their families.

At the community level, vulnerabilities are often enhanced by the lack of opportunities for different communities to come together to interact with and learn about each other. Lack of understanding of different communities and their cultural practices is a barrier to social cohesion.

At the institutional level, barriers such as a lack of opportunities for professional development can result in increased risk to specific professions and trades. Opportunities to build resilience are lost through a lack of access to information and training that might help professionals cope with the impacts of the refugee crisis, whether these are teachers, lawyers or civil society staff working on the strengthening of new institutions and the rebuilding of Syria.

Language working groups

The scope of this report has been to undertake a preliminary investigation into the links between language development programmes and resilience. It would appear that this link could be further explored through inter-agency discussion and collaboration on programmes. It is recommended that language working groups in each of the countries are set up, potentially as sub-groups of the formal education coordination structure. These should provide much-needed information on multilingual programming for refugees and host communities and offer a space to share experiences, further identify needs and agree to ways forward.

As part of the group dialogues, discussion about how best to implement change in each specific context could be developed alongside local innovations for language education. The language working groups could also consider ways to evaluate the language vulnerabilities of beneficiaries and the impact of language development on resilience, for example, through the development of a Language Vulnerability Index.

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Accessing Education: Language integration for Syrian refugee children in Lebanon.

Appendix 1

List of organisations interviewed

The British Council would like to thank all those who gave their time to feed into this report. Below is a list of all the organisations in Jordan, the Kurdistan Region of Iraq, Lebanon and Turkey that took part in interviews for the Language for Resilience report:

- ACTED
- Arab Puppet Theatre Foundation
- ASAM: Association for Solidarity with Asylum Seekers and Migrants
- Basma and Zeitooneh
- Baytna Syria
- Centre for Civil Society and Democracy in Syria
- DARB
- Duhok Refugee Camps
- Ettijahat Independent Culture
- Educational Planning Department, Ministry of Education, Kurdistan Region of Iraq
- Education Cluster Meeting, Kurdistan Region of Iraq
- IGAM
- IKGV – Insan Kaynagi Gelistirme
- Ikhwa Scientific High School
- International Blue Crescent Relief Fund
- International Medical Corps
- International Relief and Development
- Istanbul Bilgi University – Child Unit
- Jusoor
- Kizilay TRC
- Kobani Primary School
- Lebanese Ministry of Education

- Live Lactic Culture
- Mercy Corps
- Mobaderoon
- Norwegian Refugee Council
- Omar Fakhoury School, Lebanon
- People in Need
- Polytechnique Universities – Erbil
- Queen Rania Teacher Academy
- Questscope
- Relief International
- Save the Children
- Souriyat Across Borders
- South Lebanon Schools
- STEPs Company, Lebanon
- Support to Life
- The Hub, Jordanian Deaf Community
- The Human Resource Development Foundation
- Turkish Red Crescent Society
- UK Department for International Development (DFID)
- UNDP
- UNHCR
- UNICEF
- Unite Lebanon Youth
- University Bulvari – Foreign Languages Education Dept.
- UNRWA
- YUVA Dernegi
- Zoukak Theatre Company and Cultural Association

Appendix 2

Case study of Lebanese classrooms: language, identity and the curriculum

In classroom observations in each of the four countries the researchers saw evidence of different language varieties being used when learners interact with others to construct their understandings of the world. This made the learning of additional languages in school very different from learning other subjects.

First, language was not only the medium of communication but it was also the substance of what was being learned. For example, learning English in formal schools in Lebanon was always cross-curricular in that the language itself formed the basis of learning in all the other areas of the curriculum. This meant that for all students, but especially for refugees who needed to develop fluency in English because it was a new language to them, language learning took place in every subject across the curriculum.

Second, the refugees seen draw on all the diverse language resources when they learned together, including varieties of Syrian Arabic while the teachers used Lebanese Arabic. Being able to draw on all of the varieties in their repertoires in different situations to meet the needs of the context emerged as a central component of language for resilience as refugees drew on all their language resources in order to be able to learn. The more opportunities made available to develop this resilience through language, the more resources they will have available as individuals to choose from when they interact with others, whether this is English in Lebanon or Syrian Arabic for their return to Syria.

In Lebanon, where schooling is often delivered in English or French, the researchers had the opportunity to see how these additional languages were used alongside Lebanese Arabic and Syrian Arabic. To understand how these complex language situations work. They turned to audio recorded classroom observations to provide fine-grained accounts of the interactions inside classes where host communities and refugees came together.

Classroom observation: mixed refugee/ host community classes in South Lebanon (field notes)

Extract from field notes:

Coursebook: 'English Language Themes' (National Textbook)

Lesson 7 p42 'The delights of winter in Lebanon'

All the text is in English

Activity: Reading

Teacher asks students to read out loud then nominates one student to read a short section while seated. The other students follow in their course books (four students have no book).

Teacher goes back to the beginning of the section and asks students to say them in your own words – students then call out the words in Arabic.

Whiteboard: Teacher writes new vocabulary on the whiteboard (cosy; kettle; simmered; served)

Pronunciation: teacher checks the pronunciation of 'served'

Interaction: Whole class

(Audio 32.38) What are the domestic arrangements in winter?

Classroom transcript

Teacher: [reading from the course book]: In south Lebanon such rooms become the heart of domestic arrangements in winter. What do we mean by this sentence: 'domestic arrangements in winter'? The sitting room where the stove is put is the main room so domestic arrangements are all the done in this room. The writer found 15 family members on Sunday morning. Sunday is the only day for relaxation. Good now, what does this show, 15 family members or more huddled around the stove. I found 15 family members and more around the stove one cold Sunday morning. What do they mean by this? Found 15 family members around the stove. And in this village what does this show us?

Students: [mumbled sounds]

Teacher: the writer found 15 family members around the stove on Sunday morning. Sunday is the only day for relaxation. Good. Now what does this show when 15 family members or more are huddled around the stove?

Students: [mumbled sounds]

Teacher: Raise your hands. Yes Mona. What do you want to say?

Student: [silence]

Teacher: Did this attract the writer?

Student: Yes

Teacher: Why did this attract the writer when 15 family members are huddled around the stove with each other? Why? What does this show? Villagers are characterised by what?

Student: [silence]

Teacher: And, for example, we are speaking about Lebanon, these people are characterised by what?

Students: Sharing

Teacher: Sharing? What do you want to say?

Student: Charming

Teacher: Charming what?

Students: Charming characteristics

Teacher: Yes, what did he say are charming characteristics? What are these characteristics? What are these charming, wonderful characteristics about the Lebanese people? Ali? [nominates Ali]

Ali: Friendly people

Teacher: Yeah, so friendly people. Are they friendly people or not? Do they like gathering?

Students: Gathering

Teacher: Do you have this in your villages or not?

Students: Yes

Teacher: Your relatives and your neighbours and speak with each other?

Students: Yes

Implications for language and resilience

Although this section of the lesson was conducted almost entirely in English, the target language, it provides a clear illustration of how teachers often miss opportunities to draw on the different cultural knowledge of their students. Syrian students were not asked about village life in Syria, thereby helping the Lebanese students to understand Syrian village life as well as providing an opportunity to celebrate Syrian culture in their new classrooms by drawing on a shared history.

Instead, what happened was that the Syrian students did not participate in the class discussion. This reluctance to participate came up in interviews where some interviewees explained that they were reluctant to respond as Syrian in order to avoid discrimination. Hiding their identity in this way was a necessary strategy for avoiding discrimination outside the classroom, but there are many opportunities inside classrooms to counter this discrimination and reduce the number of students who drop out of schooling because they feel unwelcome.

Priority area: helping teachers understand language, identity and intercultural communication

Throughout the interviews the researchers were repeatedly told that refugees were different because they belonged to different national, ethnic or religious groups.

What is equally as vital as understanding the identities of their students is helping teachers understand how their own personal identity is an important aspect of their professional identity as a teacher. This is particularly important when teachers are working in low-resource environments and lack the opportunities for professional development that come with more comprehensive teacher development programmes. Moreover, when teachers need to respond to students from different language and cultural backgrounds, teachers need to understand how important their own ethnicity, language knowledge and other aspects of their individual make-up are to them. This knowledge will help them understand the needs of the students they are teaching.

Interview with Isabelle Grappe

Isabelle Grappe, teacher trainer and project designer for the Accessing Education project in Lebanon, explained that she had interviewed 55 teachers from across Lebanon who have taught refugee children in their classes alongside Lebanese students. She asked the teachers about their perceptions of the Syrian students and what they thought about their culture as well as the cultural issues they face in the classroom.

She analysed the sociolinguistic profiles of the children and interviewed individual students to identify the problems that they faced. She also carried out classroom observations where she saw a lot of tension and conflict. She also observed that the teachers had difficulties communicating with the students. One of the reasons that she felt this was the case was that the teachers were using very traditional methodologies:

They were saying during the class observation in front of the kids they are stupid; they don't know anything. They don't speak any language because they didn't speak French or English. In the same time, during the interview they felt very insecure, because they couldn't deal with different profiles of those children they had. So, after this we decided that they don't need only foreign language … Because also in the interviews we asked them if they know the difference between foreign language strategies and second language strategies. They didn't know the difference. They were not aware about illiteracy. Because some of the children were illiterate – for example, those children who were 12 or 14 years old.

Isabelle explained that the plurilingual approach is concerned with helping students to feel secure in their language use. The needs analyses had shown that many children had suffered discrimination due to the different accent they used when speaking Arabic. The training that they designed therefore combined work on language awareness. It gave the teachers tools to use to help the students develop self-confidence by helping them to give the same value to their home language as they did to English and French. Following this, the second most significant aspect of the approach is to help students develop an awareness of their language learning outside the classroom environment in their everyday lives.

As part of the training, teachers focused on developing the use of strategies that encouraged their students to strengthen this plurilingualism outside the class as well as inside the class. Central to this is the idea that individuals already possess these strategies for learning languages, and the role of the teacher is to help the students develop their own strategies. The training, Isabelle explained, helps provide structure to these strategies for the learning of English and French as a foreign language.

Plurilingualism and the curriculum: views from two Lebanese teacher co-ordinators

Salwa is a teacher co-ordinator in a secondary school in Beirut. She participated in the British Council Accessing Education project.

Syrians had originally been taught within mainstream classes, but since 2014 a split-shift system had been developed, which meant Lebanese children attended in the mornings while Syrians, who totalled 700 students, came to school in the afternoon, though some still attended in the morning.

Salwa was candid about her experience of the British Council Accessing Education project, which she explained told her 'about how to communicate with students from Syria … how to talk to students'. She told us that the British Council had given the course participants the book Happy Earth with a CD and that: 'They gave us about 100 books but nobody uses it … I tried to use it but I don't use it now. I have to teach the Lebanese curriculum! I have to stick with the Lebanese books Let's Learn'. She added that she didn't think it was a good idea to use Let's Learn with the Syrian students as 'they need their own programme with their own customs … they don't know our customs … they open the English copy book from the back and try to work backwards'.

Although she said that the Syrian students have problems with pronunciation in Arabic and English, she explained that they like Lebanon: the students always compare with their homes in Syria. Finally, the co-ordinators added that there were many Syrian students in the morning classes: 'They know our culture because they have been here for six years'.

What does this tell us?

Many of the teachers spoken to in each of the four countries expressed similar concerns about fitting in everything that needs to be covered from the curriculum and meeting the needs of the schools' assessment procedures and what they perceive as the additional work required when dealing with the diverse language and cultural backgrounds of the refugee students. In particular, the overarching concern here is with a view of language diversity as a resource and an opportunity for learning for all students, not only newcomers.

These vignettes demonstrate that the links between identity, culture and language are strong as individuals' language use is formed in the cultural settings in which they are situated. This means that the meanings refugees bring to their classes are shaped through everyday use. It seems that, from what the researchers were told in interviews, this is particularly challenging for teachers when older refugee students arrive in secondary school classes, arriving late in their school careers and trying to fit alongside their adolescent peers who may have had very different educational trajectories to their own.

There was a very clear absence of clear national or international guidelines about how teachers should respond to these newcomers other than being told they must accept them in their classrooms. The teachers spoken to were unaware of the specific curriculum entitlement of newly arrived refugee students and were unclear about what to teach

and how to address the initial language development needs of the refugee learners from diverse backgrounds. It seemed that dealing with language diversity has largely been left to individual school principals. Moreover, in several cases the researchers were told about where school principals have been unable to offer support to teachers, support is then offered on an ad-hoc basis as individual needs arise. What this means is that decisions about how to address student needs and what to teach are often left to individual teachers. Finally, refugee induction also varies from school to school in its content and organisation, which, as a result, means that procedures for welcoming newly arrived refugees into school are dramatically uneven.

Ways forward: facilitating access to the school curriculum with additional language learning and teaching integrated into all subject areas.

Within this priority area, the aim is that such an approach will address the needs of all learners, including the language development needs of refugee learners, in government primary and secondary school classrooms by their class and subject teachers.

In order to support mainstream teachers with the inclusion of all learners in learning, national curriculum guidance should be provided on how to meet the language learning needs of all refugee learners in subject teaching. As an example, guidance could be provided in the literacy and mathematics strategies for primary classrooms, as well as in the main curriculum subjects in secondary schools.