

CAREY INSTITUTE FOR GLOBAL GOOD

SUSTAINABLE LEARNING IN PRACTICE: REFUGEE EDUCATOR REPORT

TEACHING TEACHERS OF REFUGEES: A STRATEGY FOR WORKFORCE DEVELOPMENT AT SCALE

FALL 2017

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TEACHING TEACHERS OF REFUGEES: A STRATEGY FOR WORKFORCE DEVELOPMENT AT SCALE

EXECUTIVE SUMMARY

The Carey Institute for Global Good aims to make a better world by contributing to a strong, educated, and just society. We convene innovative and dynamic people from throughout the world and support them in seeking creative solutions to global challenges in education, sustainable development, and long-form journalism, each a critical pillar of a healthy democracy.

With more than 65 million forcibly displaced people in the world, the well-being of refugees has taken on crisis proportions. Failure to offer refugees opportunities to learn and develop not only poses an immediate threat to their well-being and health; it also threatens personal, national, and international security in the long term. Yet, there is a staggering shortage of people qualified to teach these 65 million people, and refugee educators sorely lack access to essential educational tools and supports.

The Carey Institute for Global Good's Center for Learning in Practice (CLiP) is dedicated to promoting the education of all people through the advancement of a *sustainable learning framework*—a set of core workforce development methods and tools for use by a range of public and nonprofit organizations. Our online Refugee Educator Academy uses the framework to recruit, train, and support people who teach refugees anywhere in the world.

This paper summarizes CLiP's completed, ongoing, and future activities to establish the Refugee Educator Academy. We outline the three phases of our work: engagement and planning; the design workshop; and the pilot/prototype academy.

Phase I: Engagement and Planning

We interviewed 24 practitioners and subsequently convened more than 200 stakeholders online, asking them to share their thoughts about the components and structure of a Refugee Educator Academy that will most benefit the field. Participants explored five questions:

- Who are teachers of refugees?
- How do they learn the craft of teaching?
- What essential skills must they master to be effective?
- What obstacles and challenges do teachers of refugees face?
- Why is sustainable learning a viable framework for their development?

Through these discussions and additional research by CLiP staff, we identify five key characteristics of a Refugee Educator Academy:

- Peer to peer learning
- Content that is adaptable to multiple environments and cultures
- Access anywhere, on any device, in any language
- Information on and sensitivity to the refugee experience
- Certification of knowledge and skills

Phase II: The Intensive Design Workshop

Phase II featured a three-day face-to-face workshop during which participants designed a working model of the academy that incorporated those characteristics. Some 30 leaders representing learning organizations in the U.S., Europe, the Middle East, and Africa attended. By the end of the workshop, participants had created three prototype refugee educator workforce development programs, one each for: U.S.-based K-12 teachers of refugees, European K-12 teachers of refugees, and early childhood teachers of refugees.

Eurekos, the online platform used during the workshop, continues to function as the home base for a professional development community and will ultimately function as a resource for educators of refugees more broadly.

Phase III: The Pilot and Assessment

During Phase III, we are more fully developing the courses, making them available for use in the field, assessing their effectiveness and feasibility, and refining them as needed. As this paper is released, CLiP is working with humanitarian and education organizations, encouraging them to post their courses on the academy website and to develop and post new courses.

The academy pilot period runs through 2020. During this time, individuals and organizations that meet the CLiP criteria can access three existing courses:

- Introduction to Community of Practice for Refugee Educators
- Introduction to Knowledge Sharing for Refugee Educators
- Introduction to Peer Coaching and Mobile Mentoring for Refugee Educators

They also have access to HTML5 Package (H5P), a free and open-source tool that makes it easy to create, share, and reuse interactive HTML5 content; live-streaming; and social and collaboration tools. To obtain CLiP criteria for participation and request to use the platform, go to: <https://www.surveymonkey.com/r/CLiPRefugeeEducator>.

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TEACHING TEACHERS OF REFUGEES: A STRATEGY FOR WORKFORCE DEVELOPMENT AT SCALE

INTRODUCTION

The Carey Institute for Global Good aims to make a better world by contributing to a strong, educated, and just society. We convene innovative and dynamic people from around the world and support them in seeking creative solutions to global challenges in education, sustainable development, and long-form journalism, each a critical pillar of a healthy democracy.

With more than 65 million forcibly displaced people in the world, the well-being of refugees has taken on crisis proportions in recent years. [The Office of the United Nations High Commissioner for Refugees](#) reports that there are more than 65 million forcibly displaced persons in the world. On average, 20 people were displaced from their homes every minute of every day during 2016.

Although teaching and learning in these environments is unimaginably complex, failure to offer refugees opportunities to learn and develop not only poses an immediate threat to their well-being and health; it also threatens personal, national, and international security in the long term. Yet, there is a staggering shortage of people qualified to teach these 65 million people, and refugee educators sorely lack access to essential educational tools, methods, and developmental experiences.

THE REFUGEE EDUCATOR ACADEMY

The Carey Institute for Global Good's Center for Learning in Practice (CLiP) is dedicated to promoting the education of all people through the advancement of a *sustainable learning framework*—a set of core workforce development methods and tools for use by nongovernmental, education, and humanitarian organizations.

Our online Refugee Educator Academy uses the framework to recruit, train, and support people who teach refugees anywhere in the world.

The sustainable learning framework enables practitioners to share effective practices through reflection on their experiences and to internalize knowledge so that it both meets immediate objectives and has long-term impact on organization effectiveness. The four pillars of a sustainable learning framework are:

- Practice communities that produce value
- Content that is open, applied and contextual
- Reflection that improves performance, and

- Analytics that lead to action.

This paper summarizes completed and ongoing activities to establish the Refugee Educator Academy. We outline the three phases of our work: engagement and planning; the design workshop; and the pilot/prototype Refugee Educator Academy.

PHASE I

ENGAGEMENT AND PLANNING

During Phase I, we tapped into the wisdom and experience of diverse stakeholders, soliciting their perspectives about challenges, needs, gaps, and opportunities in establishing the Refugee Educator Academy. We used a collaborative process of discussion and feedback, modeling for participants the sustainable learning framework that characterizes our philosophy and approach.

Many people helped frame and facilitate the convocation. The Center for Learning in Practice thanks the following individuals in particular who contributed their time and expertise:

Rosemary	Arca	Reflective Learning Institute
Mitch	Bombich	United Federation of Teachers
Cathy	Casserly	Carnegie Foundation for the Advancement of Teaching
Negin	Dahya	The Information School, University of Washington
Nancy	Dixon	Common Knowledge Associates
Sarah	Dryden-Peterson	Graduate School of Education, Harvard University
Carolyn	Florey	Digital Impact Alliance
Paul	Frisoli	International Rescue Committee
Carol	Garboden Murray	Botstein Nursery School, Bard College
Cable	Green	Creative Commons
Marisa	Klages-Bombich	LaGuardia Community College
Laetitia	Lamaistre	UNHCR
Lucie	Lamoureux	KM4D Associates
Hani	Mansourian	UNICEF
Coleen	McDonald	National Board Council of NY
Gail	Mellow	LaGuardia Community College
Mary	Mendenhall	Teachers College, Columbia University
Arianna	Pacifico	INEE
Nina	Papadopoulos	USAID
Ann	Scowcroft	UNHCR
Nancy	White	Full Circle Associates
Jeff	Wishnie	Digital Impact Alliance
Shireen	Yacoub	Edraak

ENGAGEMENT AND PLANNING PROCESS AND RESULTS

PROCESS

More than 200 teachers, trainers, school principals, subject matter experts, staff of provider organizations, and experts on refugee education gathered online to share their thoughts and opinions as to the type of academy that would most benefit the field. The online meeting was held on March 16-17 on learning.careyinstitute.org. See Appendix 1 for the “Call to Action for Teachers of Refugees.”

To inform the agenda for the convocation and the vision for the academy, we first interviewed more than 24 practitioners who provide educational services to refugees or to teachers of refugees. Based on those interviews, we established the following goal and for the academy:

Goal: An academy that supports an evidence-based system of hands-on social learning for teachers of refugees and demonstrably prepares them to teach refugees of any age.

Using CLiP’s four pillars of a sustainable learning framework as launch points, we facilitated convocation forums, each of which focused on a specific question:

- Who are teachers of refugees?
- How do they learn the craft of teaching?
- What essential skills must they master to be effective?
- What obstacles and challenges do teachers of refugees face?
- Why is sustainable learning a viable framework for their professional development?

DISCUSSION AND RESULTS

Following are discussion summaries and key findings for each question. Appendix 2 provides selected quotations from participants and perspectives beyond the responses to the questions.

Who are the teachers of refugees?

Answering this question is more complicated than it might seem. Roles and relationships between teacher and student, teacher and classroom, and teacher and community are fluid and unpredictable in refugee camps.

Teachers in refugee camps are most often volunteers who step up in response to a dire lack of educational opportunities in the camps. Some are refugees themselves. Some have backgrounds in teaching, and others are nascent educators, willing to learn and participate in the community.

“A lot of these teachers are refugees themselves and in our minds that is actually a benefit. They have a better connection with the community...”—Shanyyn Ronis, executive director, Education Global Access Program

These teachers may be supported by “master teachers,” individuals with some professional teacher training. Master teachers help teachers on a daily basis, creating materials that address the divergent intellectual needs of a wide range of children.

How do teachers of refugees learn the craft of teaching?

“I strongly believe that professional development programs should start from listening to teachers’ voices.”—Katie Zaniboni, founder, Team Up 2 Teach Refugees

Teachers of refugees come to teaching through a variety of paths and multiple styles of learning. They come from cultures as diverse as those of their students. They will learn best by playing key roles in the design and implementation of any professional development system intended for them.

Refugee educators teach in situations that reflect the complex mix of social, economic, infrastructure, and political forces unique to each location. They learn to succeed in these situations when the approach to their learning is adaptable, contextualized to the environment, and accessible and relevant to teachers from different backgrounds.

Kate McAllister, co-founder of [Crisis Classroom](#) noted, “we are really interested in developing a user-friendly structure so that teachers can design, teach, document, reflect upon, evaluate, and improve their practice. The learning and best practices gained from these could be shared with all other teachers in every country and every language.”

What essential skills must teachers of refugees master to be effective?

The range of ages and backgrounds of refugee children calls for a complex matrix of mastery and skills by those who teach them. Zaniboni cites “the power of ingenuity” as an essential teacher quality. Ingenuity and resourcefulness were frequently noted traits, given the multiplicity of issues that a teacher of refugees will address in any given day.

Other participants used more nontraditional language and concepts to describe skills and traits that characterize effective teachers of refugees:

- *Positive deviance*, in which people act counter to common wisdom, concluding that the risks of doing nothing are worse than the risks of doing something
- *Creative destruction*, which enables people to stop doing some things in order to make space for doing things that might be more viable in complex and rapidly changing contexts.

Traits necessary for success as a teacher in a refugee camp are not necessarily the traits required to teach in a suburban school with a traditional curriculum. For example, curricula for teaching refugees should address not only the objectives of the educational system in the region where the camp is located, but also those of future systems where students might land.

Teachers of refugees have to be skilled in working with students who speak different languages, have varied prior educational exposure, and have faced different kinds and levels of stress in their lives. Whatever the alchemy of traits and characteristics that create effective teachers of refugees, they need to be provided with a network of support that addresses both the curricular and personal stressors they inevitably encounter.

What obstacles and challenges do teachers of refugees face?

The reality of a refugee classroom brings multiple and complex challenges--fluid student populations, dearth of learning materials, and tragedies that undergird each student experience. Teaching, then, must attend to that reality and encompass more than academic subject matter.

Specific challenges related to creating specific educational content and to developing curricula noted by convocation participants include:

- Designing content and curricula appropriate for students who differ in age, prior education, and other factors
- Providing sufficient appropriate textbooks, activities, teaching aids, and online material
- Creating curricula focused on competencies rather than on content knowledge
- Offering courses such as art, music, theater, and literature that expand students' views of the world.

Before meaningful learning can happen and a viable curriculum can be developed, teachers need a system that addresses these and other challenges by providing:

- Peer to peer learning
- Content that can be adapted to multiple environments and cultures
- Access to educators anywhere, on any device, and in any language
- Information about and sensitivity to the refugee experience
- Certifications as to knowledge and skills of educators

Participants also noted some resources available to help refugee educators; in particular, they referred to short papers available from the [Migration Policy Institute](#) and the [Refugee Center Online](#).

Why is sustainable learning a viable framework for the professional development of refugee educators?

Sustainable pedagogy is learning at the point of need. It thrives on the use of personal *reflection* combined with reflective *communities of practice* that allow multiple teachers to reflect with one another.

Reflection is most effective when supported by specific heuristics and mostly importantly when probed by peers through an iterative cycle of offering and responding to perspectives (online and off line). This feedback pattern continues until the exchange is complete.

Communities of practice are structured processes that utilize reflection, collaboration, and the free exchange of ideas to connect teachers across organizations, nations, and disciplines. They engage teachers in collaborating with each other and they provide materials and insights derived from crowdsourcing. These communities also offer opportunities for teachers to commiserate, solve problems, and most importantly, build a community of shared experience.

Gail Mellow, president of LaGuardia Community College in New York, noted one tension, citing “the pull between action—digging in and helping one's students—and reflection—taking the time to examine and understand what is working and what is not.” Here is where communities of practice and reflective practice converge, as the sustainable learning framework is purpose-driven, addressing the real needs of the communities who seek it.

OTHER KEY COMPONENTS OF A REFUGEE EDUCATOR ACADEMY

The online convocation yielded three key perspectives beyond the answers to the five questions.

Analytics that prompt change and innovation

“We need a systemic approach to identifying the challenges and what changes actually generate improvement.”— Mary Mendenhall, associate professor of practice, Teachers College

Reflection without validation and documentation can be unproductive. A successful, sustainable pedagogy must include analytics that can illuminate the teacher’s journey from “aha” to lesson.

Analytics can track the journey from a posting or comment to the implementation of a shared idea in a classroom. Mendenhall describes the [Teachers for Teachers](#) initiative employed in Kakuma [Kenya] Refugee Camp, in which teachers, mostly refugees themselves, observe one another and provide feedback. The teachers “find this experience to be very helpful, as ‘seeing it’ is easier to understand than just ‘listening to it being explained,’” she said.

Analytics can also use tags or labels to track a faculty member’s expanding repertoire of classroom approaches and activities. The Carnegie Foundation for the Advancement of Teaching [Learning to Improve](#) program, for example, employs a process of disciplined inquiry combined with the use of networks to promote scaling-up of promising interventions in education.

Exchanging knowledge

A core element of the Refugee Educator Academy should be the creation of a cadre of educators that would both:

- Respond to the specific questions from teachers of refugees on demand via phone apps or Internet communities

- Scaffold and support the curricular and societal needs those teachers identify.

This cadre could tap into the collective knowledge base of a global and collegial group of first responders whose expertise is honed by experiences in refugee classes and through years of teaching.

Open-sourced contextualized content

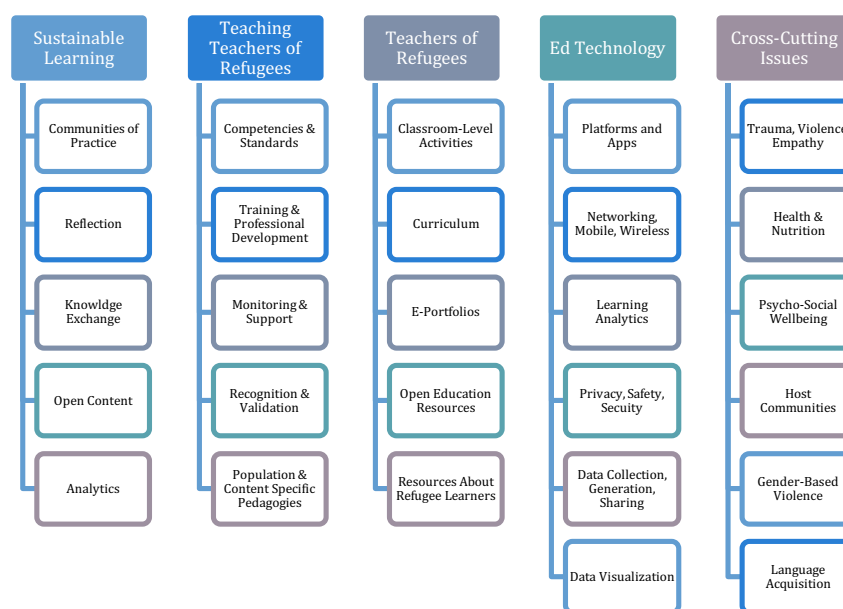
Any implementation of sustainable learning must be accessible to all teachers who need it. The [International Network for Education in Emergencies](#) (INEE) works to offer open-sourced educational content, such as the Teachers College [Training Pack for Primary School Teachers in Crisis Contexts](#), coaching material, and others.

BLUEPRINT OF A REFUGEE EDUCATOR ACADEMY

Based on insights from the convocation, we created a blueprint for a Refugee Educator Academy, illustrated in Figure 1 below:

Figure 1

Blueprint for an Academy for Refugee Educators



PHASE II

THE INTENSIVE DESIGN WORKSHOP, A RAPID PROTO-TYPING METHODOLOGY

Insights from the convocation, together with other research conducted by CLiP staff, provided important perspectives that guided our next steps. Phase II of our work to

establish the Refugee Educator Academy featured a face-to-face workshop during which participants designed a working model of the academy.

PROCESS

We convened the three-day *Teaching Teachers of Refugees* conference from May 31 to June 2, 2017 on the campus of the Carey Institute for Global Good in Rensselaerville, N.Y. We posted an open invitation to thought leaders in the field, asking them to engage with us as designers of a prototype and pilot course for educators of refugees.

Ultimately, 30 leaders representing learning providers in the U.S., Europe, the Middle East, and Africa attended. The invitation to participate in the design workshop appears as Appendix 3.

RESULTS

Over the course of 72 hours, these participants, most meeting each other for the first time, created three prototypes of refugee educator workforce development programs. Prototype courses addressed one of the following populations: U.S.-based K-12 teachers of refugees, European K-12 teachers of refugees, and early childhood teachers of refugees.

Each prototype offers a short course to prepare teachers of refugees and includes:

- Mechanisms (such as coaching) for supporting teachers
- A competency-based assessment
- Capacity to generate verified best practices, and
- Features to build a community among those who teach teachers of refugees.

The selected online platform, Eureka, allowed participants to work both on and offline. Eureka functioned first as an ongoing learning environment for the participant designers. It continues to function as a professional development community for those who teach teachers of refugees and will ultimately function as a resource for educators of refugees more broadly.

Templates designed and embedded in the platform enabled workshop participants to efficiently and effectively address a set of standard requirements. For example, each template asked them to include the following features in their design:

- Mobile access and methods for teachers to connect with each other, and to exchange and share activities and resources
- Capacity to deliver micro courses, content and credentialing
- Methods of community and learner assessment.

PHASE III PILOT AND ASSESS

Phase III is intended to more fully develop courses for refugee educators, make them available for use in the field, assess their effectiveness and feasibility, and refine them as needed. As this paper is released, the Center for Learning in Practice is working with humanitarian and education organizations to post their courses on the academy website and to develop and post new courses.

The pilot period runs through 2020. During this time, individuals and organizations that meet the CLiP Criteria will have free access to three existing courses and to several features and tools available on learning.careyinstitute.org. They will also be able to post and offer their courses there through the Refugee Educator Academy at no cost.

To obtain CLiP criteria for participation, to file a request to use the platform, and to join the refugee educator workforce development community, go to <https://www.surveymonkey.com/r/CLiPRefugeeEducator>.

COURSES AVAILABLE AS OF JANUARY 2018

CLiP is offering three foundation courses for refugee educators. The courses are facilitated by experts, and are open and free to practitioners providing training to refugee educators.

Introduction to Community of Practice for Refugee Educators. Through this course participants will:

- Learn where peer learning is essential through experience-based assignments
- Identify where and how to support peer learning; and
- Design, launch and evaluate their community of practice.

Introduction to Knowledge Sharing for Refugee Educators. In this course, participants will learn how to share knowledge within and across organizations, as well as critical practices that can improve the performance of their organizations.

Introduction to Peer Coaching and Mobile Mentoring for Refugee Educators. This practicum addresses coaching methods and routines that support faculty, including examples of effective lessons, weekly messages and lesson comments, and reflective practice.

Another project underway is a collaborative effort with the International Rescue Committee (IRC). Here, we are adapting the IRC's [Lebanon Preschool Healing Classrooms Early Childhood Education Teacher Training Manual](#) into a dynamic online course. We plan to make the course available to refugee workforce educators during 2018. At that time, they will be able to adapt and use the course in their own contexts. Appendix 4 provides an overview of the Healing Classrooms course.

LEARNING.CAREYINSTITUTE.ORG FOR USE BY REFUGEE EDUCATORS

To further the development of the academy and to engage people in its design and implementation, the Center for Learning in Practice created a prototype online learning

environment at learning.careyinstitute.org. The interactive platform provides templates and guides on course and community of practice design. It also provides: HTML5 Package (H5P), a free and open-source tool that makes it easy to create, share, and reuse interactive HTML5 content; live-streaming; and social and collaboration tools.

Appendix 5, *Selected Resources*, includes a list of resources, with links. Appendix 6 features names and affiliations of people quoted in this report.

CONCLUSION AND NEXT STEPS

As of November 2017, the Center for Learning in Practice has submitted six proposals seeking foundation grants to support expansion of the Refugee Educator Academy. If awarded, these grants will allow us and our collaborating partners to refine the prototype courses, take them to scale, develop additional courses, and better assess uptake of the courses in refugee camps throughout the world.

Timing is essential. Each minute of every day, 20 more people are displaced from their homes. These distressed and vulnerable people desperately need safe and secure physical, emotional, and developmental environments. Our response to their conditions today affects whether they will become healthy, contributing citizens in a global world or whether they will comprise the next generations of malnourished, ill-equipped, and disaffected people without roots, homes, or communities. Their lives and futures are at stake, and so are our own.

APPENDIX I

CALL TO ACTION FOR TEACHERS OF REFUGEES



CAREY INSTITUTE
FOR GLOBAL GOOD | CENTER FOR
LEARNING IN PRACTICE

MARCH 14-16, 2017
ACTION FOR TEACHERS OF REFUGEES

Help improve teacher professional development and education delivery
for teachers around the world and learners of all ages.

REGISTRATION CLOSES MARCH 3, 2017 - You must be registered to
participate

[LEARN MORE](#)

[REGISTER NOW](#) - SPACE LIMITED, REGISTRATION CLOSES MARCH 3, 2017

A Free, Global Online Event Focused on Improving the Teaching-of-Teachers of Refugees Around the World
Sponsored by the Carey Institute for Global Good, Center for Learning in Practice
with
Teachers College, Columbia University
Teachers in Crisis Contexts Working Group
Cisco Foundation

Calling teachers, learning designers, technologists, principals, content experts, providers, standards and assessment developers, analysts, researchers and more, from every time zone, to engage in facilitated text-based exchanges including a crowdsource, hosted discussions, and a practice lab.

The event will gather and codify peer-sourced insights from practitioners, with an emphasis on teachers and teachers-of-teachers of pre-K through college-age students, who work in refugee host and destination countries.

APPENDIX 2

INVITATION TO DESIGN WORKSHOP



CAREY INSTITUTE
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Register here... [Register](#) Already signed up? [Sign in](#)

You are invited
**PREPARING AND SUPPORTING
TEACHERS OF REFUGEES**
MEETING AT THE CAREY INSTITUTE FOR GLOBAL GOOD
MAY 30 - JUNE 1, 2017
CO-CREATING A PROTOTYPE
- SPACE IS LIMITED -

Submit your statement of interest by completing a short survey:

[SURVEY](#) [Learn more](#)

[BRIEFING MATERIAL](#)

APPENDIX 3

HEALING CLASSROOMS IN EARLY CHILDHOOD EDUCATION COURSE OVERVIEW



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Dashboard > Healing Classrooms In Early Childhood Education

Healing Classrooms In Early Childhood Education



This course is under construction. You are welcome to explore it as we develop and test it. Feel free to use it as a model for your own course.

Introduction

This course is for Early Childhood Education teachers, caregivers, and providers working with children between the ages of 2-6 and their parents. This course will help EC educators establish safe and secure learning environments for young children and their parents. Participants of this course will learn lesson planning, strategies that encourage well-being, participation and learning for all. This course will also provide elements of positive parenting, child wellbeing, and healthy development through the support of parent education.

This course is being adapted from the IRC Healing Classroom Teacher Training manual for online and asynchronous learning for refugee educators. The design team is composed of IRC and Carey Institute members.

Navigate your course topics:

- > [1. Early Childhood Development](#)
- > [2. Preschool Healing Classrooms](#)
- > [2.a. Elements of a Preschool Healing Classroom](#)
- > [3. Setting Up an Early Childhood Classroom](#)
- > [4. Teaching for Early Childhood Development](#)
- > [5. Parenting Support](#)

APPENDIX 4

SELECTED RESOURCES

STANDARDS FOR TEACHING

National Board for Professional Teaching Standards. What Teachers Should Know and Be Able to Do: http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf

CASEL. Core SEL Competencies: <http://www.casel.org/core-competencies/>

Roads to Quality: [http://issa.nl/sites/default/files/ISSA-Roads to Quality.pdf](http://issa.nl/sites/default/files/ISSA-Roads%20to%20Quality.pdf)

EXAMPLES OF PROFESSIONAL DEVELOPMENT PROGRAMS AND CURRICULA

Refugee Center Online Classroom. Educating Refugee and Immigrant Students: <https://classroom.therefugeecenter.org/programs/educating-refugee-and-immigrant-students>

INEE. Training Pack for Primary School Teachers in Crisis Contexts: <http://www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts>.

Teachers for Teachers initiative at Teachers College: <http://www.tc.columbia.edu/refugeeeducation/teachers-for-teachers/>

RESEARCH ON WORKING WITH REFUGEES / TRAUMA

Teachers College: [Training Pack for Primary School Teachers in Crisis Contexts](http://www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts), available at <http://www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts>

Healing Classrooms. Student Well-Being. <http://www.healingclassrooms.org/1/1.html>

Institute for Contemporary Psychotherapy. What is ICP?: <http://icpnyc.org/>

Teachers College: Urban Refugee Education.: <http://www.tc.columbia.edu/refugeeeducation/urban-refugee-education/>

PEER COLLABORATION/ COMMUNITIES OF PRACTICE

Early Childhood Institute of the Hudson River Valley. Communities of Practice: <http://www.earlychildhoodhudsonriver.com/evolve-early-education-conference>

Peer Assists: <http://www.kstoolkit.org/Peer+Assists>

INEE.TPD in Crisis Series, Week 13: TPD in DR Congo.: <http://www.ineesite.org/en/discuss/tpd-in-crisis-series-week-13-tpd-in-dr-congo>

Carnegie Foundation for the Advancement of Teacher. Learning to Improve: How America's Schools Can Get Better at Getting Better:

<https://www.carnegiefoundation.org/resources/publications/learning-to-improve/>

LEARNING ANALYTICS

EDUCAUSE Review. Data-Informed Learning Environments:

<https://er.educause.edu/articles/2016/10/data-informed-learning-environments>

CURRICULUM/CONTENT

War Child. Can't Wait to Learn!: <https://www.warchildholland.org/cant-wait-to-learn>

APPENDIX 6

PARTICIPANTS CITED

Nancy Dixon, PhD, founder/CEO Common Knowledge Associates

Julie Kasper, MA, NBCT, coordinator for refugee education in Tucson, Az. and leader in providing a space for teens and pre-teens of refugees, their parents and their teachers/school staff/community partners.

Paul Frisoli, EdD, senior technical advisor, Education, International Rescue Committee

Kate McAllister, co-founder, of [Crisis Classroom](#)

Gail Mellow, PhD, president, LaGuardia Community College, City University of New York (CUNY)

Mary Mendenhall, EdD, associate professor of practice, Teachers College of Columbia University

Shanyn Ronis, founder and executive director, Education Global Access Program (egap).

Katie Zaniboni, founder, www.teamup2teach.org Volunteer teacher, refugee camp in Sofia, Bulgaria and field researcher on the challenges that volunteers and NGO staff face delivering NFE to refugees in camp settings