



Delivering on Our Global Refugee Forum Pledges in 2024

As part of the Global Compact on Refugees, People in Need (PIN) is committed to operationalising the principle of burden- and responsibility-sharing, mobilising the international community as a whole, and galvanising action for an improved response to refugee situations.¹

PIN has been supporting refugee education since 2000 when temporary learning spaces were provided to Chechen refugees during the Second Chechen War.

Today, **we work with local education actors and communities to respond to sudden onset and protracted crises** and strive to ensure the continuity of education and improved access to wellbeing support for all children.

Currently, we support refugee education in the Czech Republic, Georgia and Moldova as part of the Ukrainian refugee response and in Iraq as part of the Syrian refugee response. We recognise that learning and holistic development require children's diverse needs to be met; we therefore work across formal and non-formal education, prioritise wellbeing and promote an integrated cross-sectoral approach to **ensure that all children are safe, well and learning within a supportive environment.**

At the Global Refugee Forum (GRF) in December 2023, People in Need pledged to support the provision of education for refugee children through alignment with multi-stakeholder pledges on Education in Emergencies (EiE) and the integration of Mental Health and Psychosocial Support (MHPSS) and Social-Emotional Learning (SEL) into education. Six months into the four-year pledge timeframe, we have provided EiE and MHPSS to children and teachers in the Czech Republic, Georgia, Iraq and Moldova, delivering on 25% of our pledges.

¹UNHCR (2018) The Global Compact on Refugees Booklet – English.
<https://globalcompactrefugees.org/media/global-compact-refugees-booklet-english-2018>

Pledges

1. Short-term action for long-term benefit: promoting rapid access to learning opportunities for recently displaced refugee children and youth

We are committed to supporting the [EiE Multi-Stakeholder pledge](#). As such, we seek to ensure a rapid return to learning for refugees and to expand access to protective, inclusive, quality education for both refugee children and host communities through:

- **Collaborating with Ministries of Education, Education Working Groups and local education actors** in order to identify and remove policy, legal, and administrative barriers to allow the swift inclusion of refugee children and youth - in all their diversity - into national education systems. **We are an active member of education groups in Iraq and Moldova which identify barriers to education, such as documentation, for refugees and collaborate on finding solutions.**
- Strengthening the capacity of education systems to absorb a higher demand for education. This also includes ensuring adequate support for teachers, awareness raising about the needs of displaced children and considering how to incorporate refugee teachers effectively. **In the Czech Republic, we train Ukrainian teaching assistants through online courses to improve their knowledge of the Czech language and the Czech education system to help Ukrainian students attending Czech schools.**
- **Promoting sustainability and inclusion from the start of a response.** Even if recently arrived children and youth cannot join schools in their host communities immediately, our response is developed to integrate them in national systems as soon as possible – using non-formal pathways, when needed. **In Moldova, we provide Romanian language classes for Ukrainian refugee children to enable their future integration into the Moldovan education system.**
- **Aligning emergency phase responses and longer-term policy and planning** to create the conditions to include refugee children and youth in national education systems. **In Iraq, we provide Kurdish language classes for refugee children to support their integration in line with the MoE's Refugee Education Integration Policy.**
- **Prioritising and integrating education in inter-sectoral responses** – refugees may need support services that include addressing economic barriers to education, psycho-social support, assistance to learn the language of instruction and bridging curricular and cultural differences. **In Georgia, we provide learning materials and integrated PSS support for refugee children enabling them to integrate into Georgian schools.**
- **Meaningfully engaging** and empowering local actors, teachers, affected children and youth and their families to be part of the decision-making and accountability processes. **In Iraq, school headteachers play a crucial role in the decision-making processes for school improvements, enabling a safer school environment.**
- **Investing in evidence generation** on how children and youth learn in emergency contexts, and what works to support their learning and development. **In Moldova, we participate in joint assessment initiatives to generate evidence on the learning needs of Ukrainian refugee children which forms the basis of our education programming.**

2. Promoting MHPSS + SEL to enable education outcomes for refugee, displaced and host community children and youth

PIN is committed to supporting the MHPSS + SEL in Education Multi-Stakeholder pledge. As such PIN will promote MHPSS + SEL in national education systems for refugee, displaced and host community children and youth by committing to:

- **Strengthening referral systems** to ensure that every school (including formal and non-formal) has a well-defined process to identify and refer individuals to locally available mental health and psychosocial support services. **All our education programming for children includes a robust referral system that is aligned to either national or cluster/working group referrals systems ensuring refugee children have access to specialised services.**
- **Investing in specialized MHPSS focal points** and/or counsellors at the school-level to ensure teachers are not expected to take on the role of trained mental health care providers. **In Moldova, we provide individual and group counselling support to children in our digital learning centres and child friendly spaces.**
- **Investing in the training of those involved in the care and support of students** to enhance their capacity to deliver inclusive, gender-responsive and age appropriate MHPSS and SEL interventions. **In Georgia and Moldova, we have trained local child friendly space facilitators in SEL using the IRC Safe and Healing Learning Spaces approach.**
- **Strengthening policies and programmes that promote and protect teacher mental health and psychosocial wellbeing.** This includes investing in initiatives that specifically target the MHPSS needs of those involved in the care and support of learners during crisis. **[In Iraq, we provide training on teacher wellbeing using the Teaching in Crisis Contexts Curriculum for teachers who are supporting Syrian refugees in Kurdish schools.](#)**
- **Designing and delivering MHPSS + SEL interventions that promote equity and inclusion**, with specific consideration to the needs of the most marginalized members of the refugee and host communities. **In Moldova and Georgia, our MHPSS programming involves training on inclusion for facilitators to further understanding on the needs of marginalised groups and how to include them in programme activities. MHPSS activities are open to all children in the target areas both from refugee and host communities.**

For more information on People in Need's pledges or work in these areas contact:

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People in Need is a Czech nongovernmental organisation (NGO) that has been providing aid in troubled regions and supporting human rights since 1992. Since then, People in Need has grown into one of the largest NGOs in Central Europe. Today, its work focuses on humanitarian and development aid, advocacy for human rights and democratic freedom, field social work, and education, awareness and information.

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