As participants of the Salzburg Global Seminar program, Education and Workforce Opportunities for Refugees and Migrants prepare to leave Salzburg, they’ve been given one final task: develop recommendations.

On Wednesday morning, participants were reminded of the existing status quo. There are more forcibly displaced people globally today than at any time since the end of the Second World War. More than half of all refugees are children. The education and assessment needs of refugee and migrant children are complex. Rather than hinder the chances for young refugees and migrants, education policy and practice must help enable young people to thrive in the communities where they reside and across the world.

Following this call to action, participants were split up into seven working groups and designated a working space in Schloss Leopoldskron and the Meierhof. Each group has been given a theme. Participants have been asked to frame their theme as it relates to displacement, education, and opportunity. The time of writing, the themes include System Strengthening; Social and Emotional Learning (SEL) in Education Settings; Literacy and Languages; Adolescents and Youth; Assessment and Recognition; Climate; and Educator Capacity and Well-being.

Groups will formulate potential recommendations to be included in a new Salzburg Statement. They will unveil these recommendations on Thursday in front of all the program participants. Each group will have 15 minutes to discuss their ideas.

To gain further impact, there is a desire to publish a Salzburg Statement from the program on June 20, 2020, coinciding with World Refugee Day. To meet this deadline, participants have been set a target to agree to a draft Salzburg Statement by the end of January 2020.

Write! Tweet! Post!

If you’re interested in writing either an op-ed style article for our website or the program report, or a personal reflection blog post, please let Salzburg Global Communications Associate Oscar Tollast know or email your submission directly to otollast@salzburgglobal.org.

If you do intend to write for your organization after the program, please make sure to observe the Chatham House Rule (information on which is in your Welcome Pack). If you’re in any doubt, do not hesitate to contact Oscar. We’ll be updating our website with summaries from the panels and interviews with our Fellows, all of which you can find on www.SalzburgGlobal.org/go/630.

You can also join in the conversation on Twitter with the hashtag #SGSedu and see all your fellow Fellows and their organizations on Twitter via the list www.twitter.com/salzburgglobal/lists/SGS-630. We’ve updated both our Facebook page www.facebook.com/SalzburgGlobal and our Flickr stream www.flickr.com/SalzburgGlobal with photos from the program. If you require non-watermarked images for your publication, please let Oscar know.

We will also be posting photos to Instagram www.instagram.com/SalzburgGlobal. Use the hashtag #SGSedu, and we’ll continue sharing your posts on Instagram and Twitter.

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We will also be posting photos to Instagram www.instagram.com/SalzburgGlobal. Use the hashtag #SGSedu, and we’ll continue sharing your posts on Instagram and Twitter.

写！推！贴！

如果你有兴趣撰写一篇专论风格的文章、关于我们网站或项目报告的文章，或是自己的反思博客文章，请联系奥斯卡·托尔拉斯或通过otollast@salzburgglobal.org发送文章。

如果你希望在项目结束后为你的组织写文章，请确保遵守“查塔姆屋规则”（更多信息在您的欢迎包中）。如果您有任何疑问，请不要犹豫与奥斯卡联系。我们会更新网站上的总结，包括从小组和采访与我们的 Fellow 的内容，您可以在 www.SalzburgGlobal.org/go/630 上找到。


我们还将发布 Instagram 上的照片 www.instagram.com/SalzburgGlobal。请使用标签 #SGSedu，并继续在 Instagram 和 Twitter 上与我们一起分享你的帖子。
Strengthening Partnerships and Building Networks

QFI senior programs advisor Carine Allaf on work, challenges, and new opportunities

Claire Kidwell

“You can’t really work in schools wherever and not run into the issues of refugees and migrants that are in your school building,” says Carine Allaf, senior programs advisor at Qatar Foundation International (QFI).

Speaking at the latest program in Salzburg Global Seminar’s Education for Tomorrow’s World multi-year series, Allaf is taking part in conversations on education and workforce opportunities for refugees and migrants.

QFI is a grant-making organization that aims to inspire meaningful connections with the Arab world through three different program areas: Arabic Language Education, Arab Societies and Culture, and Connected Communities.

Having initially worked on Arabic Language Education, Allaf’s attention is now focused on teaching others what life is like as a refugee through virtual classroom sessions.

“It’s a very kind of easy way for students sitting in a classroom somewhere to meet someone from [a] conflict-ridden region and an opportunity to really normalize and say, ‘Wait, there [are] so many similarities between me and them rather than differences,’” says Allaf.

QFI researches ways to support the needs of refugees in the Arab world and beyond. Allaf says one way the organization is doing this is by collecting data on the mental health and psychosocial needs of Arabic speaking adolescents in public schools in Virginia, Texas, and Michigan. Allaf says, “We’re starting to analyze our findings to see... what the themes are, and we’re going to try to do comparative analysis based on location as well.”

People migrating can have different needs and may have experienced traumatic events in their lives. QFI helps support these people and emphasizes social and emotional learning (SEL) within its work. Allaf says participants at the ongoing program must not lose sight of the value of SEL for anyone in education. As the world changes and countries grow closer, Allaf suggests it’s more likely people will interact with someone who has had the experience of being a migrant or refugee.

“You need a unique perspective. You need empathy,” says Allaf. “You need all of these skills when you’re learning either a foreign language or about a foreign part of the world that you may or may not ever get to visit. And for that reason, we’ve been part of the social [and] emotional learning series [at Salzburg Global].”

It’s the third consecutive year QFI has partnered with Salzburg Global, and Allaf indicates the organization is grateful to be part of a more extensive network.

“‘It’s kind of like a reenergizing of my soul when I come here.’”

At this week’s program, Allaf has heard obstacles people are facing around the world in their efforts to assist refugees and migrants. “But what’s hopeful,” says Allaf, “is that everybody in this room has an example of a way that they’ve still been able to make some sort of impact despite the structural challenges.”

The diversity of perspectives and experiences have helped strengthen the discussions. At the beginning of a program, Allaf admits it may be hard for some participants to see connections between different disciplines, but by the end, the linkages are clear. Allaf says, “It’s really kind of refreshing to understand and look at other disciplines, whether it’s the medical field or the social science field, the linguistic field, and learn from their work and their way, their processes and have that inform the work that we do, not just as a foundation, but also what that education in emergencies fields. For me personally, it’s also refreshing. It’s kind of like a reenergizing of my soul when I come here.”

Did you know?

• Allaf has also worked for the American Community School in Beirut, Lebanon; Teachers College, Columbia University’s international education development program; Save the Children, in Iraq; and UNICEF, in Jordan, Sudan, and Palestine. She also consulted for the Inter-Agency Network for Education in Emergencies (INEE).
Mapping Out New Projects While Fostering Global Friendships

Claire Kidwell

During Education and Workforce Opportunities for Refugees and Migrants at Salzburg Global Seminar, participants have been exposed to many initiatives and projects around the world. And now, some new ones are forming thanks to discussions in Salzburg.

Brian Lally, who works as an education specialist with a Syrian-led NGO, says he plans to collaborate with participants on three projects, all of which came out of the Solutions Café held on Tuesday.

Lally works alongside colleagues in Syria and supports self-sustaining refugee communities in Lebanon. These refugee schools said to themselves, according to Lally, “We’ve got to solve our problems ourselves, we are doctors and nurses and teachers and lawyers and engineers. Why? Why shouldn’t we be doing this anyway?” So they set up MAPS (Multi Aid Programs) as a community organization to try and fix some of these challenges from within.

Six years later, they have a health care program serving 15,000 patients a month, and nine schools, “teaching centers,” with 3,000 children in attendance. These schools operate within a mobile caravan, which brings education to informal settlements in Lebanon.

“It’s located right in the heart of these informal communities. The kids don’t have to walk or have to travel anywhere. We bring the learning to them, and it’s non-formal and learning, but it’s Lebanese curriculum, and it’s brilliant.”

As the crisis in Syria becomes more protracted, however, and funding levels decrease, Lally says the community continues to come together to support itself, from funding schools through crochet characters to teachers working without payment.

“That level of commitment with the teachers, I mean, that’s deeply inspiring. You know this is, again, the dignity of the community. Sourcing solutions from within. And those solutions are all the more effective and more powerful because they come from within.”

And it’s not only the adults in the community. A group of Syrian refugee children took Lebanon by storm when they won the national robotics competition and got to visit the United States and meet President Barack Obama. These children then created a robot with artificial intelligence, so it would answer questions on what life is like as a refugee. This experience and the new character Robogee is where Lally sees new projects emerging out of this program.

The first partnership is with Diana Rodriguez-Gomez, an assistant professor in the Department of Educational Policy Studies at the University of Wisconsin. “She’s teaching on a program where she thinks some of her students might be not only interested but [also] good at picking up this idea of using [Robogee] as a vehicle for teaching specifically about human rights.”

Out of this, Lally hopes to work on new curriculum materials on this topic for younger children.

The next project is with Jim Pedrech, a teacher and ambassador for Project Kakuma. Lally hopes to bring in Pedrech’s input modeling expertise from Kakuma and create a 3D model of Robogee for animation. Lally says this project could involve tapping into existing or developing skillsets among older members of communities in Syria, who, in turn, can help drive this project further.

Next on Lally’s list is a partnership with Hands Up and Nick Bilbrough in Palestine. Lally sees an opportunity to combine their work through plays and performances with Robogee and refugee awareness. He says, “There’s a real opportunity using a character like the Robogee, or an extended world, that we might build around a Robogee in terms of creativity and maybe either using plays or possible animations or sketch designs…”

His ideas don’t stop there, but for now, Lally wants to ensure the projects mentioned become concrete outcomes.

Lally says the program has been massively stimulating and thought-provoking for both him and his organization. He says, “We’re really, really grateful for the opportunity.”

#FacesOfLeadership

“What really inspires me are these young people from the Fridays for Future movements who are out in the street. And it’s fascinating… When there’s a global strike… [everything] is blocked… You can see their signs, and they have so many good ideas. [There were] people from kindergartens with their teachers. And it’s so cute… Everyone should go and see for themselves.

[Being here] gives me a lot of new perspectives and things I haven’t thought about before. When I go back to the institute, I think I will talk to my colleagues and say, ‘Okay, we really have to put more focus on education.’ Or maybe… it’s not the research we will do, but maybe we know other people who may be able to do… [We must] consider that a child that has been displaced because of climate change might have different needs.”

Mechthild Becker,
Scientific assistant in the East Africa Peru India Climate Capacities (EPICC) project at the Potsdam Institute for Climate Impact Research

Read more profiles in our series of #FacesOfLeadership online:
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Humanitarianism and Technology

From artificial intelligence to Skype, there are multiple ways technology can assist refugees and migrants in their educational pursuits.

One crucial way technology can help refugees is through the use of translation tools. With refugees often being displaced to countries where they don’t speak the language, technology can be used as a tool to help them overcome the language barrier. Translation apps and websites are available for classrooms to assist students who are in an education system with an unfamiliar language of instruction.

Technology can also play a role in social and emotional learning (SEL). One participant stated, “Displaced youth have certain stresses placed on them: social, economic... and are often forced to make a choice between host culture and what they should support from their home.” Technology can help bridge this gap. To develop academic and life skills while improving the emotional well-being of others, we have to pay more attention to the SEL dimensions.

Technology can also help others better understand the plight of refugees. One participant mentioned a project where technology was used to render pictures of peoples’ hometowns as if they had become war-torn areas. The participant said, “Used the right way, it can help people feel something they [otherwise] couldn’t in that immersive way.”

However, there are many challenges for refugees when it comes to accessing and using technology. One participant referred to refugees and migrants as “one of the most digitally-excluded groups on the planet.” Challenges such as lack of bandwidth and hardware make it hard for those in refugee camps to access the variety of tools available.

Technology for humanitarian good is a powerful force and has great potential to help refugees and migrants in integration and education. However, there is still a need to improve accessibility for people in different regions.

Role of Education for Integration

“Diversity is a sociological fact; it exists wherever you exist. But how you engage in diversity, that’s a choice.” When migrant children enter a host community’s education system, they face similar challenges all over the world when they try to integrate into their host society. This includes, but not limited to, entering the job force, getting the social services they need, stringent political policies, and discrimination.

Solving those similar challenges through an educational lens, however, can lead to different practices around the globe. “School systems can be the solution or the problem,” said one participant. Each migrant or refugee has different experiences, cultures, and backgrounds.

There are several possible solutions for integration, such as engaging higher education students in the topic of pluralism to create greater social cohesion. Other suggestions included building multilingual bridges for migrants in educational systems.

This involves integrating migrant children through language, learning in their mother language initially and slowly bringing in more and more curriculum from the host country’s language.

Another participant advocated for communication and collaboration across non-formal education programs for migrant children to access academic mobility and accreditation.

There appeared to be a growing consensus in the room that educational sectors and leaders should collaborate with migrants and refugees to deliver the best quality education according to their needs and situations.

One participant said, “They are traumatized, but through their narratives, they wanted to move from the paradigm of trauma and be people responsible for their own lives and learning trajectories.

“They wanted opportunities and information on how to move forward to reconstruct their sense of home. That was very empowering to me.”
Hot Topic:
“What Role Can Higher Education Play in Supporting Refugees and Migrants?”

Mira Merchant

“Higher education plays a really good role in providing a good opportunity for the refugees and migrants to learn those skills… in higher education institutions, which will not only help the learners, but it will ultimately help the community. Once he or she goes back to their country, the education will be a valuable addition for repatriate refugees. In case these refugees or migrants are living in the host country… this higher education would play a very meaningful role in the integration of this migrant and the whole society.”

Salam Dharejo
Head of the country program of Pakistan at Terre des Hommes Germany

“I think higher education can really play a big role because it helps refugees and migrants and prepare them for the future. It gives them the chance to follow their dreams because when they left their country, they left with dreams, and they left with a brain… So I feel like… higher education is really kind of a bridge for them to move towards. And also I see education as the solution to issues happening in their home country because they’re getting ready to go back to their home countries so that they can play a big role or can bring peace in their home country.”

Ella Ininahazwe,
Refugee college guidance counselor in East Africa

“Higher education, in general, gives people hope for a better life. And so I think in that context, making higher education accessible to refugee students builds on the idea that… there is hope and that they can be empowered to change their own situation and change their own lives.”

Linda Liu
Vice president of international for The College Board

“Education is one pathway for the future. And when we bring into the education community refugees and migrants, we are expanding the circle of people in education. And we know that when families and individuals pursue higher education, there are many positive benefits for the individual and for society.”

Catherine Millett,
Senior research scientist at ETS

“Education opens your world and also it gives people an opportunity to learn from and mix with people who they wouldn’t otherwise be able to interact with. And that can be empowering… not just for the refugees, but also for the host communities because people can learn from each other.”

Sam Rushworth,
Educational anthropologist, associate researcher at the University of East Anglia, and co-director of the GCRF network Building Cultures of Peace in Rwandan Schools

Salzburg Snapshots

A selection of photos from Education and Workforce Opportunities for Refugees and Migrants

A Consultation on How to Rethink Education and Shape the Future

What is UNESCO’s Futures of Education initiative? How is it relevant to the discussions taking place here in Salzburg? Dominic Regester, program director at Salzburg Global Seminar responsible for programs on education, sustainability, and innovation, gave participants a brief overview on Wednesday afternoon.

As part of an optional one-hour focus group consultation, participants learned about the context, vision, and aim surrounding the initiative.

In short, the initiative “seeks to reimagine how education and knowledge can contribute to the global common good.” By engaging multiple stakeholders through an open consultative process, the initiative hopes to publish a report in November 2021 which outlines a picture of what education and learning may yet become.

Between now and November, two stages will take place: visioning and research, and synthesizing and feedback. The first stage has already begun and will continue until September 2020. During this time, there will be discussions of educational challenges and opportunities envisioned for 2050 and beyond. In the second stage, which takes place between October 2020 and March 2021, there will be deliberation on the initial visions and strategies proposed by an International Commission.

The International Commission has been convened by the Director-General of UNESCO and is headed by Sahle-Work Zewde, president of the Federal Democratic Republic of Ethiopia.

The commission includes thought-leaders from the world of politics, academia, the arts, science, business, and education. Members of this commission will consider inputs received from the consultation process and rethink the role of education, learning, and knowledge as they look to the future.

Speaking after the one-hour focus group consultation, Regester said, “It was great that we had the opportunity to participate in this focus group. We will be sharing the outcomes with the UNESCO International Commission preparing the high-level report.”

The global consultation process will begin soon, and people who wish to be involved can be notified via email. To sign up, please visit https://en.unesco.org/futuresofeducation.

Stay in Touch, Make Connections and Come Back to Salzburg

Congratulations! If you attended the Salzburg Global program, Education and Workforce Opportunities for Refugees and Migrants, you are now part of the Salzburg Global Fellowship.

You have become a part of a diverse network of like-minded change-makers from across the planet. You all share the experience of having attended a Salzburg Global program.

We are here to help you. If you have any career achievements or event announcements, let us know. We are happy to spread the word, whether through our social media channels, website, or newsletters.

We’re also keen to capture impact stories. If you have met someone at this program and plan to collaborate, let us know what happens.

If you would like to stay at Schloss Leopoldskron again, let’s explore options together! One way you can return is by attending a future program. On the next page, you’ll find a list of upcoming programs for 2020.

You’re also welcome to return as a hotel guest. As a Fellow, you are eligible for a 10% discount for future bookings. More information on this offer, the Fellowship, and information related to the Education for Tomorrow’s World multi-year series will be sent to you in an email following the program.

We hope you enjoyed your stay and look forward to your next visit.
2020 Program

FEBRUARY

CUTLER FELLOWS PROGRAM
The Future of Public and Private International Law *
Feb 20 to 22 | Washington, DC, USA
SalzburgGlobal.org/go/cutter

MARCH

ASIA PEACE INNOVATORS FORUM
Building Peace, Stability and Regional Cooperation in Asia
Mar 5 to 9
SalzburgGlobal.org/go/apif

CULTURE, THE ARTS AND SOCIETY
What Future for Festivals?
Mar 10 to 15
SalzburgGlobal.org/go/culture

LAW AND TECHNOLOGY FORUM
Finding Common Ground on Law Enforcement, Cybersecurity and Cyberwarfare
Mar 29 to 31
SalzburgGlobal.org/go/lawandtech

SPRING

JAPAN-INDIA TRANSFORMATIVE TECHNOLOGY NETWORK
Harnessing the Power of AI for Human and Planetary Health
Spring | Japan
SalzburgGlobal.org/go/japanindia

MAY

PARKS FOR THE PLANET FORUM
The Way We Live: Nature, Health and Cities of the Future
May 17 to 22
SalzburgGlobal.org/go/parks

PUBLIC SECTOR STRATEGY NETWORK
Annual Strategic Foresight Retreat *
Topic to be announced
May | Paris, France
SalzburgGlobal.org/go/publicsector

JUNE

FINANCE FORUM
Finance for the Public Good: Meeting New Expectations in a Decade of Converging Risks
Jun 21 to 23
SalzburgGlobal.org/go/finance

LGBT* FORUM
The Role of Religious Communities in Achieving LGBT Equality *
Jun 29 to Jul 3
SalzburgGlobal.org/go/lgbt

YOUNG CULTURAL INNOVATORS FORUM
US Regional Events *
Jun | Locations TBA
SalzburgGlobal.org/go/yci

JULY

SALZBURG ACADEMY ON MEDIA AND GLOBAL CHANGE
Power, Protest, and the Press: Social Movements and the Future of Civil Society
Jul 19 to Aug 5
SalzburgGlobal.org/go/mediaacademy

AUGUST

CULTURE, THE ARTS AND SOCIETY
Max Reinhardt Symposium: 100 Years of the Salzburger Festspiele *
Aug 20 to 22
SalzburgGlobal.org/go/culture

FALL

HEALTH AND HEALTH CARE INNOVATION
Promoting Community Health and Wellbeing: Global Innovations in Private Sector Collaboration
Full
SalzburgGlobal.org/go/health

JAPAN-INDIA TRANSFORMATIVE TECHNOLOGY NETWORK
Harnessing the Power of AI for Human and Planetary Health
Full | India
SalzburgGlobal.org/go/japanindia

SEPTEMBER

EDUCATION FOR TOMORROW’S WORLD
Agile Leaders of Learning Innovation Network (ALL-IN)
Sep 14 to 17
SalzburgGlobal.org/go/education

HEALTH AND HEALTH CARE INNOVATION
Community Co-Design of Health and Health Care Systems
Sep 19 to 24
SalzburgGlobal.org/go/health

OCTOBER

CORPORATE GOVERNANCE FORUM
Topic to be announced
Oct 8 to 10
SalzburgGlobal.org/go/corpgov

YOUNG CULTURAL INNOVATORS FORUM
Cultural Innovation and Collaboration: A Global Creative Platform
Oct 20 to 25
SalzburgGlobal.org/go/yci

NOVEMBER

ASIA PEACE INNOVATORS FORUM
Building Peace, Stability and Regional Cooperation in Asia
Nov 10 to 14
SalzburgGlobal.org/go/apif

EDUCATION FOR TOMORROW’S WORLD
Social and Emotional Learning in Post K-12 Contexts
Dec 6 to 11
SalzburgGlobal.org/go/education

DECEMBER

SCIANA – THE HEALTH LEADERS NETWORK
Cohort 4 Meeting 3 *
May 10 to 14
Cohort 5 Meeting 1 *
May 12 to 16
Cohort 4 Meeting 4 *
November 21 to 25
Cohort 5 Meeting 2 *
November 23 to 27
ScianaNetwork.org