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# The Learning Passport: Curriculum Framework Adaption Guidance

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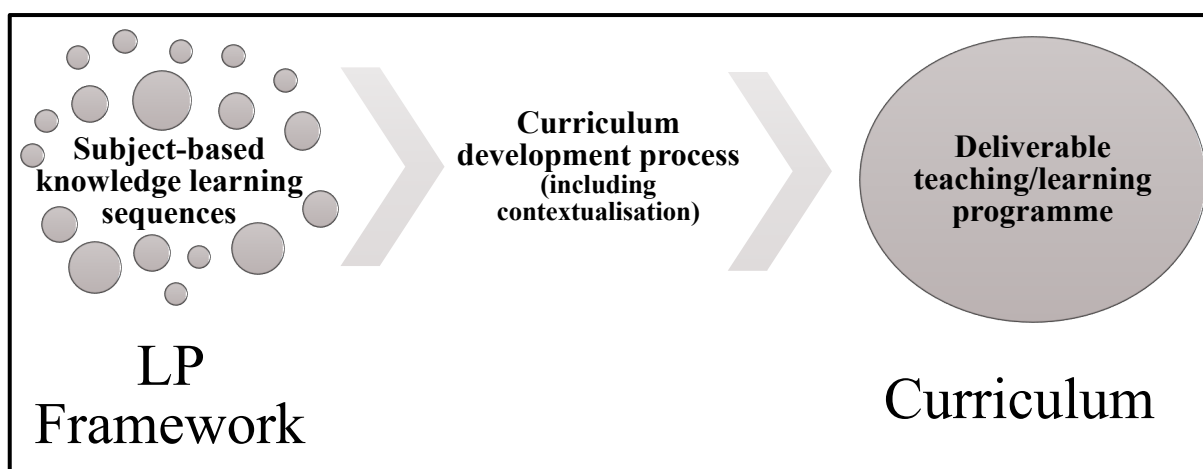
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# 1 Introduction to Contextualisation Process

The Learning Passport (LP) curriculum framework acts as an underpinning framework for local curriculum development in education in emergency contexts. The LP framework is not a curriculum in itself, instead it provides the underpinning structure on which a curriculum can be developed. Developing a curriculum based on this learning framework requires local and regional education experts to adapt, expand, and integrate additional elements to the existing LP framework (see Fig. 1). The following guidance is intended to support local and regional education sectors in developing their bespoke local curriculum by providing contextualisation principles which should be considered when development the LP framework into a complete and deliverable curriculum.

**Figure 1 Developing the framework into a curriculum**



Contextualisation is a key aspect of developing a bespoke curriculum in order to ensure the curriculum supports the needs, wants and future aspirations of the community that will use the curriculum including all cultures, genders and learner abilities and needs. The LP framework provides the core knowledge progressions that can underpin a curriculum, but the framework cannot serve as a curriculum in itself. It is important to note that the LP framework was developed with the awareness that contextualisation would occur. Therefore, in many instances, references to specific materials, environments or practical applications have been purposefully omitted from the framework in order to allow local education sectors to input relevant and appropriate contextual linkages.

It is important that contextualisation occurs in each context seeking to use a curriculum based upon the LP framework. In many instances, it can be inappropriate and ineffective to apply one curriculum across various contexts since it is imperative that learners and the learning environment (from the micro to the macro) are considered and actively involved in its development. Even if the core knowledge is consistent across contexts, each educational context and each learning community is unique. Therefore, a specific step by step contextualisation process cannot be articulated as the steps followed will be highly dependent on contextual factors, including the level of expertise and resource available for curriculum development. Instead, this document articulates a series of high level principles that should be taken into account during the contextualisation process. These principles are specific to curriculum contextualisation, and are not intended to address implementation considerations relating to pedagogy, resources and assessment,



although these principles may have some applicability to these aspects. The principles given are not exhaustive, but highlight key areas that must be considered when developing a locally adapted curriculum based on the LP framework. Those seeking to adapt the LP framework into a curriculum should develop a process for curriculum development which draws from these principles and also takes into account local factors.

The act of curriculum contextualisation of the LP curriculum framework should be carried out using curriculum and subject experts. It is extremely important that the expertise of local education leaders and stakeholders are respected and incorporated into the process of curriculum development. The principles outlined below should be seen as complementary to their knowledge and expertise and used as one part of a larger and more complex development process. In many ways, these principles may overlap. However, they are worthy of presenting individually in order to highlight their importance. These principles are:

**Principle One:** The curriculum should be developed and delivered in the most appropriate language(s) after thorough considerations of a variety of factors

**Principle Two:** During contextualisation, curriculum developers must take into account other relevant curriculum

**Principle Three:** Content in the locally adapted LP curricula should be framed so that it is culturally relevant

**Principle Four:** The locally adapted LP curricula should be culturally respectful

**Principle Five:** Indigenous Knowledge should be included in the locally adapted LP curricula

**Principle Six:** Ensure the curriculum supports learner well-being

Each of these principles will be further discussed, providing relevant underpinning research and specific contextual examples.

## 2 Learner Matrix

As part of our initial conceptualisation of the project we explored the need to develop a tool which would enable education sectors to build up a profile of learners. Our initial work on this suggests that it may be appropriate to develop a 'Matrix of Learner Profiles' to look at dimensions relating to both learner characteristics and support/environment characteristics. This would enable different learner profiles to be identified, and enable education sectors to identify the most appropriate parameters for curriculum materials and resources for this learner or group of learners and help guide educational actors as to how to implement the curriculum in their context.

In order to support the contextualisation of the curriculum, and indeed the project more broadly, it is important that tools are developed to enable education sectors to assess the educational context that they are operating in and support them in making decisions relating to curriculum, resources and assessment contextualisation.

### 3 Coherence with Resources and Assessment

It is important that additional contextualisation guidance documents are created for both the resource and assessment aspects of the project once a teaching and learning approach and assessment approaches have been developed.

It is important that high quality learning materials are developed, and this should include the development of autodidactic materials that can be used in supporting contexts. There are many criteria which should be applied to the development of learning materials, these must be incorporated into the resources approach and contextualisation guidance. These include:

- Text size
- Stage appropriateness of language
- Clear signalling and focus on key concepts
- Visual representation of ideas
- A raft of formatting criteria
- Practice materials
- Rich questions
- Worked examples
- Images which reinforce key ideas
- All information elements doing 'work'
- Pre assessment and/or listing of 'things you should know before doing this next section'

High quality materials are extremely important for quality education and to improving educational outcomes. It is imperative that the curriculum frameworks are a precursor to materials design.

Similarly, an approach for assessment models must be developed, with accompanying guidance on assessment contextualisation. This may include cumulative logging of attainment and progress in a diary/log; peripatetic assessors; formal assessment where possible including assessment in receiving countries.

## 4 The importance of implementing a gender-responsive approach

Before going into the detailed guidance for each of the six principles, it is pivotal to highlight the overarching importance of implementing a gender-responsive approach through each of these principles. Gender-responsive approaches to education involve creating a learning environment through programme development, staff selection, content selection, material development and support services that reflects an understanding of the different realities experienced by different genders (Bloom, Owen & Covington, 2005; Fatmariz, Dewi, Isnarmi, Motessori & Indrawadi, 2018) and that all genders must be included, supported and successful in their learning pathway. Gender-responsive programming is beyond simply acknowledging gender differences. It is the active promotion of gender equality through curricular and pedagogical decision making.

It is well documented that gender-based social injustice is a common problem in various countries around the world. In some countries, girls are more likely to be excluded and disadvantaged in education, however in others, boys underperform and have higher drop-out rates (INEE, 2019). In addition, conflict and crises can intensify the issues that already limit educational opportunities for all genders (GPE & UNGEI, 2016). As a result, the United Nations has identified gender equality as a prominent global issue. This is further highlighted by the fact that the fifth Sustainable Development Goal adopted by all United Nations Member States in 2015 is to achieve global gender equality (UN General Assembly, 2015). In addition, the G7 partners pledged a commitment to girls' education in crisis situations (Kadar & Gasparini, 2018). In response to these global commitments, there has been increased efforts to foster gender-responsive programming to help ensure that all genders equally enjoy the protection and self-advancement that a quality education can provide (INEE, 2019<sup>1</sup>). Therefore, when considering the principles below, please note that gender responsive pedagogy should be consciously reflected upon throughout each. Brief references to gender will be made within each subsection, however gender responsive pedagogy must be an intrinsic and systematic element in the development of any curriculum output derived from the LP framework. The need for a gender-responsive approach applies to the curriculum adaptation process as discussed here, but also to the development of teaching and learning approaches, materials and assessment.

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<sup>1</sup> The 2019 INEE Guidance note referenced here, entitled *Gender: gender equality in and through education*, is an extremely valuable and high quality publication that should be seen as essential reading for LP curriculum developers.

## **5 Principle One: The curriculum should be developed and delivered in the most appropriate language(s) of instruction, after thorough considerations of a variety of factors**

### **5.1 Description and considerations**

The LP framework is presented in English but locally adapted LP-based curricula must be developed and delivered in a Language(s) of Instruction (LOI) that is most appropriate for each context. The primary evaluation phase of contextualisation must include careful consideration of LOI, in order to identify possibilities for LOI, and the implications that specific language choices have. In some contexts it may be appropriate to use multiple languages. Wherever possible learners should be taught in a language they understand, and learners' first language should always be considered as a potential LOI, although its use may not be possible or appropriate in some circumstances.

Whichever LOI is chosen, this decision must involve careful consideration of the implications that this language choice has for learners, teachers and the broader community. Development teams must be aware of, and take steps to mitigate, any possible negative consequences that may arise. Factors that development teams should consider when selecting the LOI(s) include (but are not limited to):

- Languages that learners understand
- First language(s)
- The relationship between language and identity
- Language distance and the implications for learning
- Parental languages
- Host community languages
- Languages supporting future employment opportunities
- The use and implications of international languages as the LOI
- Power and social dynamics of language choice

In addition, curriculum developers must consider implementation related considerations. Many contexts will have highly complex factors surrounding LOI choice and there may be considerable practical barriers for successful implementation. The LOI choices made during curriculum development will have implications on teaching and learning experiences. Efforts must be made to ensure the language(s) chosen can be supported by effective pedagogy, resources and assessment. Implementation decisions may play a role in mitigating or indeed intensifying any negative consequences of a LOI choice. If educators are intending to use existing resources or assessment that are in a particular language, then the related teaching and learning activities should be delivered in the same language.



## 5.2 Underpinning rationale and related research

### 5.2.1 Language that learners understand:

Learners should be taught in a language they understand, so as to support better quality learning (UNESCO, 2016). Languages that learners understand may include languages spoken at home, and languages that they have had prior experience learning in. Many EiE contexts are highly multilingual which raises challenges for LOI choice. For example, approximately 87 languages are spoken in Kakuma camp in Kenya (Forsen et al., 2015). Contexts such as this pose significant challenges in selecting a LOI that all learners will understand and many possible LOIs may need to be considered. This issue is compounded by the fact that learners may have followed a wide range of curricula using a range of different LOIs across their education, but may not have developed proficiency in any of these languages. Consequently, educators should not assume that a learner who has previously been taught in a given language has sufficient proficiency in this language. It should also be stressed that learners should never be penalised for speaking in a language which is not the LOI.

### 5.2.2 First languages and the relationship between language and identity

A key consideration when making LOI choice is whether it is a learner's first language or an additional language. Pinnock and Vijayakumar (2009) argue that when learners fail to fully develop oracy and literacy in their mother tongue, it becomes more difficult for them to develop additional language competency when their L1 is not used as the LOI and, as a result, dropout rates can significantly increase. For Mohanty (2010: 138), the use of languages in education is a major indicator of institutionalized linguistic discrimination, a point supported by Romaine (2013) which notes that where local vernaculars are not used as the LOI, education will “reproduce rather than reduce inequality of access” (p.6).

The use of first language also has implications for learners' identities. Capstick and Delaney (2016) note how languages can provide a voice for displaced learners so that their stories can be heard and understood. Where other rights and forms of identities are absent, the ability to speak and learn in an L1 can be seen as a linguistic right (Kosonen, 2005) since it is a mechanism by which displaced peoples can realise some form of selfhood. It is also important that the selfhood of all students are considered, including the languages spoken by different genders and linguistic minorities in the classroom. The UN Declaration on the Rights of Minorities (UN General Assembly, 1992) advocates that adequate opportunities should be provided for linguistic minorities to have educational instruction in their mother tongue (Article 4, paragraph 3). At the macro level, where minority languages are not valorised (e.g. by not being used as the LOI), they may become ‘stripped of their instrumental significance’ (Skutnabb-Kangas, 2009: 4). At the micro-level, Pinnock and Vijayakumar (2009) argue that side-lining minority languages in this way can result in the increased marginalisation of minority language-speaking learners. Development teams should consider whether it is possible to use learner's first language as the LOI, and where this is not possible, they must consider how to mitigate against the potential negative consequences of this.

### 5.2.3 Language distance and the implications for learning

The issue of ‘language distance’ is an important consideration when selecting an additional language as the LOI(s). Language distance refers to the extent to which languages in use are similar or different, especially with regards to phonetics, syntax and semantics (Nerbonne and Hinrichs, 2006). Research has suggested that greater language distance leads to more challenges for additional language learners. Isphording (2013), in analysing the literacy test in German for immigrants, found that the greater the language distance, the more difficult it is to reach a good standard of the additional language. Additionally, they also highlighted that the age of learners also has implications here, with there being a significant difference in terms of language acquisition between those who arrived before and after the age of twelve. Consequently, language distance must be considered when selecting an LOI.

### 5.2.4 Parental languages

Stakeholder involvement, especially parents and guardians, is a key factor contributing to developing a successful LP-based curriculum and choosing the appropriate LOI(s) to support successful outcomes. A significant barrier to participation is created if the educational programme’s LOI is different to the language spoken by the parents (or guardians) of the learners (Gfeller and Robinson, 1998). Parents may feel that they have no role to play in the education of their child if they do not have a shared language. In addition, it should be acknowledged that parents and guardians serve as a potential support system to the school and their child’s learning. Therefore parental language should be taken into account when selecting the LOI.

### 5.2.5 Host community languages and future employment opportunities

Learners may benefit from learning through a LOI that will enable them to engage with the host community and one which could enhance future employment opportunities. For example, at Buduburam in Ghana, Porter et al. (2008) found that refugees who could speak Twi were much better placed to find work locally, thus yielding positive economic and social impact. That said, one of the challenges in selecting a LOI in EiE contexts is there are often significant unknowns about the future trajectories of learners as they may not remain in the present host community. Therefore, host community language is important to consider, but contextual factors will influence the level of its applicability.

### 5.2.6 The use and implications of international languages as LOI

Development teams should not select ‘prestige languages’ (nationally/internationally dominant languages) without careful consideration as to whether they are the most appropriate for the context. Marinotti (2016: 5) argues that the prioritisation of ‘prestige languages’ has resulted in less effective teachers, poorer methodology and lower-quality materials, which ‘perpetuat[es] the cycle of educational impoverishment’ (p.5). This suggests that where education systems do not respect or reflect the actual languages used by teachers and learners, a deficit model can result.

Dearden (2014), reports that there is a general trend towards expansion of English as the LOI, but notes that this is often introduced ‘top down’, without due consultation with key stakeholders. The desire to use English as the LOI in EiE contexts is logical at one

level, as learning English can convey many benefits and may be a pragmatic choice when learners' future trajectories are unknown. However, in many contexts using English as LOI, students cannot understand what is being said in the classroom, and teachers' levels of English are poor (Clegg, 2019). Additionally, Kane (2014) argues that the use of English as LOI can have a negative impact on students' cultural identities. Consequently, whilst the possibility of using international languages, such as English, as LOI should not be ignored, their selection as LOI requires thorough consideration of the implications of that choice.

### **5.2.7 Power and social dynamics of language choice**

LOI choices in education can become a proxy war for social, economic and political cleavages, which in the global South are often linked to a legacy of colonialism. For example, the Francophone ('Republique du Cameroun') / Anglophone ('Southern Cameroons') division in Cameroon has been linked to post-colonial social divisions (Kuchah, 2018). The choice of the LOI, especially if it is enforced, is a highly political act in which the influence of symbolic power (Bourdieu, 1973) is very evident. This poses a problem to educationalists at the macro, meso and micro level in that LOI choices may not be driven by optimum pedagogical outcomes, but rather by politics. In EiE contexts, this may be particularly problematic when a significant contributing factor to a displaced learner leaving their country of origin may be the language which they speak (or were forbidden to speak).

LOI choice can also raise significant intra-group challenges, especially with regards to the issue of 'cultural corporatism', a process by which the dominant group tries to impose its values or traditions on the rest. Oh and van der Stouwe (2007) discuss this phenomenon with regards to the pluralistic Karen community in Burma, where it is argued that the Skaw Karen dialect assumed primacy. Such divisions between what are identified as prestige and non-prestige forms of the language can be very dangerous. Consequently, development teams must carefully consider the implications that specific LOI choices will have on power and social dynamics in a given context.

### **5.2.8 LOI choice and interaction with implementation considerations**

Where practical factors necessitate a LOI choice which may pose challenges for the learners, there may be ways in which educational actors can provide the scaffolding needed to perform more effectively within it, such as the creation of language bridging programmes. UNHCR (2019) underscores the importance of providing 'language courses for refugees who do not speak the language of instruction' (p. 49). It is important to work with teachers and other educational stakeholders to sensitise them towards some of the language issues which they might face in their classrooms and how these could be dealt with most effectively. Milligan, Clegg and Tikly (2016) cite language supportive pedagogy as a mechanism to scaffold the learning more effectively. For example, this may include ensuring that textbooks use an appropriate range of activity types, vocabulary and visuals, and include appropriate bilingual practices. Multilingual practices, such as translanguaging (Garcia, 2009) can also be used to bridge these gaps, as can the use of bilingual class assistants using strategies such as translation and peer support (Thondhlana and Madziva, 2017).

When making a LOI choice it is important to consider the implications that this will have for teachers. Fundamentally, teachers need to be proficient in the LOI, and training may need to be provided to achieve this. If teachers lack proficiency in the LOI chosen this will lead to poor quality learning. Christina and Vinogradova (2017) discusses the situation in Rwanda, where the government established Kinyarwanda for grades 1-3 with transition at grade 4 to English; this system, however, was introduced rapidly with teachers and the system as a whole unprepared, thereby putting pressure on quality outcomes. In contexts where there is shortage of qualified teachers who speak the LOI, the teacher's ability risks becoming defined in terms of their level of language rather than in their pedagogic and classroom skills (Dearden, 2014; Feng 2009).

LOI choice has significant implications for assessment, and negative consequences of a particular LOI choice can be intensified or mitigated through assessment decisions. Assessment can become a test not only of the subject content but also of language, which disadvantages those learning in additional languages. As the UN Special Rapporteur (2017) argues, it is imperative that when a minority language is used as the LOI, final exams must also be in that language. If this does not take place, the marginalised are likely to become even more marginalised. Assessment should always be in the same language as the LOI. So where language of assessment is pre-determined by other factors this must guide the LOI choice.

### 5.2.9 Gender responsive language

It is also important to consider that the language used in the educational environment is one that promotes gender equality and gender inclusivity. Practitioners must be conscious that the concepts and terminology used in curriculum documents and resources can influence learner cognition, affect and behaviour (Fiske, Bigler & Leaper, 2015; Leaper, 2014; Arthur, Bigler, Liben, Gelman & Ruble, 2008). An added challenge is that different languages present gender in different ways. Fiske, Bigler and Leaper (2015) categorise languages into three gender-approaches:

1. Gendered languages (e.g. Spanish, Hebrew, Hindi) mark nouns and pronouns for gender.
2. Natural gender languages (e.g. English) mark gender with third-person pronouns (his/her).
3. Genderless languages (e.g. Finnish, Turkish, Mandarin) do not grammatically mark either nouns or pronouns.

Curriculum and resource developers as well as practitioners must reflect on the gender nuances that are conveyed through the chosen language of instruction. This can occur through gender-generic noun phrases (Friedman, Leaper & Bigler, 2007) and pronoun/adjective choice. In general, developers and practitioners must be wary of gender categorisation (Waxman, 2013), gender essentialism (Gelman, 2003), gender stereotyping and prejudice (Liben & Hilliard, 2010; Bigler & Liben, 2006).

## 6 Principle Two: During contextualisation, curriculum developers must take into account other relevant curriculum

### 6.1 Description and considerations

In order to support continued learner development, the contextualisation process must consider the previous learning experiences of learners and educators as well as potential educational pathways for learners in the future. Examining the link between these transitions across curricula and learning experiences is essential for learning achievement (Dryden-Peterson, 2016). Therefore, when developing a curriculum based on the LP framework, the development team should seek to compare and potentially integrate elements of other relevant curriculum. This will allow learners to build on previous understandings and to support them when accessing other education pathways in the future. Relevant curricula must be decided at the local or regional level, but some relevant curricula may include the educational jurisdiction(s) that the displaced learner has come from, the hosting nation's curriculum and possible future jurisdictions where the displaced learner may be headed to in the future.

It is also important to consider how previous learning experiences, including access, may vary depending on a learner's gender. It has been found that girls are less likely than boys to participate in education in conflict and crises contexts, especially at the secondary level (INEE, 2019). However, this is not the case for all contexts. For example, in Timor-Leste and Burundi boys were less likely to attend school than girls because they were recruited into the armed forces at an early age (INEE, 2019; GCPEA, 2018). Therefore, in addition to curriculum documentation, it is also vital that LP curriculum developers consider relevant education policies and contextual circumstances that may have impacted the learning experiences of different groups of learners, including but not limited to gender. The LP curriculum should be developed to include, support and ensure learning progress for all of these groups.

### 6.2 Value of curriculum mapping

To aid this process, curriculum mapping is strongly suggested as it helps to identify areas of similarity, difference and potential spaces to integrate or merge particular skills, understandings, competencies, etc. The development of the LP-based curriculum will thus be informed by this mapping process. Importantly, this process also supports the other contextualisation principles that follow: ensuring that the locally adapted curricula is culturally relevant, culturally sensitive, entails indigenous knowledge and supports the well-being of students.

Throughout the process of curriculum mapping, developers should consider:

- If there are any gaps in the LP framework in supporting specific learner needs - If so, developers may consider adding in content from other relevant curriculum.
- If there are any parts of the LP framework that are not seen in the other relevant curriculum - If so developers may wish to reflect on whether they are appropriate to include in the LP-based curriculum.



- If there are any differences in ordering of curriculum content - If so, developers may wish to examine what ordering would best support learning development considering what learners already know and what learners need to know to progress their development. However, developers are advised to retain the sequencing from the LP as much as possible due to the high level of disciplinary expertise which created the learning sequences. Bridging programmes or additional scaffolding for learners may be needed where differences in order of curriculum content are identified.
- If there are areas of content that are given in greater detail in the relevant curriculum or have a different focus - If so, developers may wish to expand on sections of the LP curriculum framework when creating the LP-based curriculum.

As a general guideline, developers are advised to maintain the learning sequences within the LP framework whenever possible. However, curriculum mapping can provide guidance for how to further develop the framework in a curriculum appropriate for that context.

## 6.3 Underpinning rationale and related research

Curriculum mapping is crucial for helping understand how displaced learners can be supported in relation to their previous learning experiences. The LP project aims to help learners transition into national curricula if possible and, therefore, must ensure that curricula makes links to the content that helps students engage with local content. Curriculum mapping can support the contextualisation of the LP framework by identifying potential touchpoints: the knowledge and skills identified that are shared or added through comparison and review of different curricula (Greatorex et al., 2019). Research shows that refugee students experience varying curricula, which thus requires curriculum mapping to help identify students' needs (Crul et al., 2019). For example, refugee students may also be enrolled in formal, non-formal, or informal settings, which involve varying languages and subject focus. While formal education places a high value on core subjects, non-formal and informal settings may prioritise social cohesion, psychosocial needs and vocational training (Naylor, 2015; Cerna, 2019). Thus, displaced students may experience varying curricula, which must be understood to help students transition into the current and potentially future host nation curriculum.

## 6.4 Examples

Curriculum mapping may be conducted through manual gridding or through software-based mapping (Archambault & Masunaga, 2015). Similarities, contrasts, and relevance are identified through a visual representation of the curricula that are being compared (Greatorex et al., 2019). Furthermore, developers may identify specific categories that are to be assessed and compared, such as 'pedagogy' and 'assessment' (Al-Eyd et al., 2018) or subject-specific assessment. As noted by Greatorex et al., (2019), there are several key steps to follow in order to conduct curriculum mapping: defining the purpose of the study and its parameters, deciding which curricula are to be considered and compared, determining the key features of comparison, collecting relevant documentation and data, recording data and findings into a mapping instrument (such as gridding, matrix, spreadsheet, or form), and finally, presenting the findings and

relationships through visual representation. This process may need to be adapted to suit local expertise and resource availability.

Curriculum mapping draws on official curriculum documents. Importantly, the process must also engage stakeholders and practitioners to understand any discrepancies between the intended curriculum and the implemented curriculum (Elliott, 2011; 2014; Greator et al., 2019). The principles noted in this document must draw on local perspectives, knowledge, and attitudes in order to ensure that the adapted LP responds to the local culture appropriately.

## **7 Principle Three: Content in the locally adapted LP curricula should be framed so that it is culturally relevant**

### **7.1 Description and considerations**

As described above, the LP framework must be further developed and contextualised into a deliverable curriculum through the addition of content and material that recognises the diverse group of learners who may engage with the curriculum in practice. This principle introduces the importance of framing the LP curricula through culturally relevant, meaningful, and responsive content and references that respond to students' local context and lived experiences. This principle focuses on tailoring the LP framework through content and examples that are relevant to both the learning environment (from the learning space to the wider region) and the learners' individual experiences, needs, wants, interests and worldviews.

### **7.2 Underpinning rationale and related research**

Locally or regionally developed curriculum must encompass references and examples that are relevant and appropriate to the local context and to students' cultures and lived experiences. For displaced learners, the content may also draw on their own backgrounds and cultural groups. Culturally relevant and responsive pedagogy affirms students' identities and values in local contexts (Byrd, 2016). Addressing students' worldviews and allowing them to connect with global perceptions is crucial to enhancing the learning achievement and creating a positive, inclusive and productive space for learning. In addition, curriculum content should be relevant to students' interests and should make connections to their cultural and regional communities (Wilson & Alloway, 2013). Culturally relevant pedagogy allows students to apply their experiences and ways of knowing to content in the classroom (Sealey-Ruiz, 2007).

Culturally relevant curriculum also strengthens students' self-esteem, allows students to relate to the material, and enhances teachers' abilities to address students' diverse experiences by relating curricula content to local connections (Velma, 2001). The consideration of culture and identities is essential in displaced contexts due to the loss that displaced students may face, thus creating an additional need for reaffirmation and opportunities for reflection (Ara et al., 2019).

### **7.3 Examples**

This principle can be illustrated through several examples related to Maths and Science curriculum development.

#### **7.3.1 Maths**

As Maths is heavily reliant on 'everyday' examples (Hansson, 2012), the curricula must be contextualised and adapted to respond to the local system, including: numeral symbols, currencies, and measurement units such as the metric and imperial units. References to mathematical problems may be framed through these local systems. In

displaced contexts, the LP-based curriculum must consider that students may still be adapting from their previous country's measurement and currency system to the system in their new locale.

Furthermore, the curriculum must draw on local examples to help students engage with the material. For example, studies have shown that using familiar objects, such as dominoes or seashells, or materials which are specific to a culture, can help enhance student learning (Morrison et al., 2008). Higher achievement levels have been found in groups of students who learn problem solving skills through examples of relevant material, such as estimation in number of cups of rice (Kaino, 2013). Mathematical subjects such as geometry can draw on local culture and history, such as shown in a study by Kaino (2013), where indigenous knowledge extracted from traditional artefact structures helped students to learn concepts relating to mathematical rules. Research also recommends including origins of mathematical knowledge that may help affirm students' identities, such as the teaching of the origin of the African-Arabic algorithm multiplication algorithm that was brought to western Europe, which can also create dialogue on how mathematical systems came to be (Moyer, 2009).

### 7.3.2 Science

Science teaching may also draw on examples of nature that are relevant and meaningful to the local context. For example, a study in Alaska shows that drawing on examples relating to harvesting, star navigation, and fish rack construction, have shown positive results in helping students prepare to meet national assessment exams (Kaino, 2013). Similar examples have also drawn on the importance of understanding local nature, animals, architecture, and practices at home. For example, seasonal changes, soil types, water sources, and diseases in a nation present culturally relevant discussions and may help link global curriculum to local challenges and understandings (Ogunniyi, 2011). Integrated content may link to different themes linked to local weather, local plant and animal species, local foods and resources, local natural remedies and disease prevention and local environment sustainability issues and initiatives (Hewson, 2012).

In addition, a contextualised Science curriculum presents an opportunity to discuss nature and the environment through local perspectives of food waste, animal restrictions, and cultural beliefs. Wilson & Alloway (2013) note that animal protection, environmental sustainability and cultural restrictions may be discussed in relation to cooking and traditions at home. Similarly, local perspectives and traditions may enrich scientific teaching by drawing on examples that are relevant to students such as the use of honey for preservation in Somali culture (Albrecht & Upadhyay, 2018). Furthermore, home-science connection appears to show positive influence on students' engagement, such as learning about biology and chemistry in relation to remedies for stomach aches (Albrecht & Upadhyay, 2018).

These examples also highlight the importance of connecting Science curriculum to daily practices, such as connecting science to nutrition, the digestive system, and health (Albrecht & Upadhyay, 2018). Culturally-relevant science material can also be taught through analogies, as argued by (Horowitz et al., 2018), by making connections between Chemistry and place and time, such as discussing pair repulsion and high-energy outputs to students' living in a busy urban centre. The importance of relating science to students' lives is also demonstrated in a study by Albrecht & Upadhyay (2018), who found that local stakeholders believed science is valuable for their children if it helps relate to the challenges they may face in their lives. For example, discussions around chemistry and

nature are relevant if they help students understand how to respond to the aftermath of natural disasters. Similarly, Onwu & Kyle (2011) argue that while understanding current environmental issues in global frameworks are essential, the challenges that face students in many countries relating to daily lives may also reduce their abilities to engage with global goals. Furthermore, curricula which helps students respond to their local settings and needs is valuable for both students and families, such as helping students to learn about agriculture-related content to help ensure they have sustainable food sources (Hewson, 2012).



## 8 Principle Four: The locally adapted LP curricula should be culturally respectful

### 8.1 Description and considerations

The fourth principle for contextualising an LP-based curriculum focuses on the importance of respecting cultures. This continues from principle three, which stipulates the importance of ensuring curriculum is culturally relevant. In addition to this, there must be a proactive effort to ensure the curriculum is culturally respectful in order to ensure a positive and productive learning environment for all students across all ages, cultural groups, genders, abilities and needs. This can be done by (but not limited to):

- Modifying and reframing the content: Where content is considered sensitive, developers should consider whether it can be modified or reframed so that it is culturally respectful and inclusive.
- Delaying content until an older age: In some contexts, content is not considered appropriate to teach until learners are older. However, this must be consistent across genders.
- Removal of content: Where necessary, content may need to be removed from the framework, especially if local government regulation requires it to be. Where this occurs, this should be documented and the decision should be reviewed periodically as perspectives may change on what can be included in the curricula. Similar to above, this should be consistent for all learners and not specifically detracted for one gender or cultural group. As stated, as much as possible, the LP framework should be followed and built upon, as opposed to detracted.

Any modifications may have an impact on coherence across the curriculum and this needs to be considered.

### 8.2 Underpinning rationale and related research

The content of the LP framework comprises of core disciplinary knowledge, follows global frameworks and was developed by world leading subject and education experts. However, contextualising the curricula to ensure appropriate cultural and regional sensitivities is necessary for increasing the appropriateness of the curriculum. This involves conducting a critical analysis and reflection of cultural and regional belief systems and practices, and their place in school curriculum (Gervedink et al., 2013). Gervedink Nijhuis et al., (2013) notes that the most well-defined curricula fall short if curriculum developers do not critically engage with whether concepts and activities are culturally sensitive. This is especially important for avoiding clashes between students' cultural perspectives and more globalised approaches (Deniz & Borgerding, 2018).

For example, subjects around reproduction, evolution, and religion vary across contexts, which impact teachers', students', and parents' acceptance and engagement with the content. While there is a general consensus surrounding the biological evolution of the world, there are many approaches used in teaching evolution-related content due to religious beliefs and interpretations that may reject evolutionary principles (BouJaoude et al., 2011). Furthermore, religion may be integrated into national curricula in nations, as shown in a study in Pakistan where Asgha et al., (2010, p.67) note that 'Islamic beliefs

and Quranic scripture are interwoven with scientific content in the public school curriculum'. This further challenges global frameworks and content. Furthermore, cultural and religious beliefs may render content inappropriate for specific age groups. The process of developing an LP-based curriculum that incorporates cultural sensitivity may be enhanced through cross-cultural approaches that recognise the cultural views of communities, while not neglecting global frameworks and knowledge needed for national assessment (Atwater, Freeman, Butler, & Draper-Morris, 2010).

### 8.3 Examples

Numerous areas in science may pose conflicts when developing the LP-based curriculum, as described above. However, contextualisation also provides opportunities to address local issues and engage students through relevant content if approached appropriately. For example, while reproduction and sex education may be deemed inappropriate and controversial within some cultures, as demonstrated by Tripathi & Sekher (2013) in India, issues around HIV prevention, sexually transmitted infections, and teenage pregnancies also raise the importance of introducing this content in formal curricula. A focus on relationships and prevention of health risks may encourage families and cultures to accept content (Hewson, 2012; Tripathi & Sekher, 2013). For example, a study shows that despite cultural norms, Somali mothers felt that empowering their daughters through reproduction-related content may help protect female students from harassment and sexual abuse by raising awareness, thus showing that content may be deemed appropriate if framed correctly (Albrecht & Upadhyay, 2018). It is pivotal that development teams work with and ideally fully include local experts and stakeholders in the curriculum development process in order to approach these potentially contentious topics appropriately.

Another challenging area of science is teaching evolution, which is a debated topic that has been widely covered in science education literature, as noted above. Research shows that the framing of evolution and related subjects influences whether students are likely to reject science material or be prevented from engaging with lessons (Wilson, 2005). It is important to note that teachers may also be unwilling to accept science content, as seen in the study by BouJaoude et al., (2011), where a teacher noted that he is unable to accept certain elements of evolution due to religious beliefs. Although the Learning Passport development team strongly recommends including the theory of evolution in LP-based curricula, the framework has been written so that it can be included or excluded without impacting the wider Science learning sequences.

## 9 Principle Five: Indigenous knowledge should be included in the locally adapted LP curricula

### 9.1 Description and considerations

The fourth principle focuses on developing an LP-based curriculum that includes local indigenous knowledge and indigenous worldviews (Handayani et al., 2018). Although this Principle is somewhat overlapping with Principle three and four, it is important to specifically address the importance of indigenous knowledge. Indigenous knowledge refers to “the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life” (UNESCO, n.d.). Reflecting on whether to include indigenous knowledge in a localised curriculum is an important area of consideration for a curriculum development team, regardless of the number of learners that represent the indigenous group(s) in the school or learning centre. For example, if the indigenous knowledge is relevant to the local area, it may be beneficial to integrate elements of this into the curriculum even if no learners come from indigenous backgrounds.

Integrating indigenous knowledge into an LP-based curriculum is crucial to helping learners connect curriculum content to indigenous practices, decision-making processes, social interactions, rituals and spiritual beliefs. Supporting students to make these connections recognises that learning is not restricted to the classroom. Contextualising the curriculum must therefore understand indigenous knowledge, create room for integrating indigenous knowledge and address any conflicts or discrepancies between local views and the dominant academic discourse. A LP-based curriculum should respect localised traditions, while also upholding a high quality, evidence-based learning sequence that promotes academic development.

### 9.2 Underpinning rationale and related research

Educational spaces can expose learners to interactions between different worldviews, such as between Western and non-Western concepts and attitudes (Le Grange, 2007). Integrating indigenous knowledge is crucial for cultural sustainability. This can be done, for example, by acknowledging and respecting local attitudes, beliefs, and worldviews, and by addressing different bodies of knowledge and how these are developed and transferred (Handayani et al., 2018).

Learners draw on their cultures and communities to bring varying perspectives and ideas, representing different concepts and knowledge (Handayani et al., 2018). While providing access to indigenous knowledge in formal education is important for protecting traditional knowledge, it is also essential for learner engagement by drawing on content that is relevant to learners’ worldview. Research in nations facing high immigration and diversity find that ‘gaps’ in achievement for learners from minorities may also be linked to the use of curricula which does not affirm learners’ diverse identities (Morrison et al., 2008; Wilson & Alloway, 2013). Furthermore, cultural traditions and perceptions at home may appear to be rendered irrelevant if they are not acknowledged in schools. Similarly, connections between curricula and traditions at home enhance learning and engagement at school (Albrecht & Upadhyay, 2018).

Deeper levels of engagement with Maths and Science through the integration of indigenous perspectives are thus essential for learner well-being and achievement, while also enhancing inclusion and respect (Aikenhead, 2017).

Importantly, it has been found that the integration of indigenous knowledge must co-exist with dominant academic discourse in order to help learners adapt to the changing nature of the world (Ogunniyi, 2011). Access to transactional curricula allows learners to understand the similarities between their culture and the cultures of dominant academic discourse (Lee et al., 2012) so that they will not be seen dichotomously. This entails ensuring that curriculum content recognises concepts which are familiar to indigenous perspectives, connecting these to dominant academic discourse, thereby allowing learners to reflect, understand, and negotiate disparities between views of knowledge (Le Grange, 2007). This is described as cross-cultural teaching or collateral learning, where learners learn both traditional and more globalised academic meanings of a concept side by side (Ng'Asike, 2011). For example, Ogunniyi (2011) provides several case studies which science-related subjects can be approached in ways that draw on different perspectives, as seen below:

**Example 1:** Scientists describe the occurrence of the rainbow as a result of the refractive dispersion of sunlight. However, in many traditional beliefs, the rainbow is seen as a good or bad omen. What are your scientific and religious beliefs about the rainbow?

Ogunniyi (2011, p.166)

**Example 2:** Lightning is an electric discharge in the atmosphere. The very large and sudden flow of the charge that occurs in lightning has enough energy to kill people or do serious damage to buildings or infrastructures. In many traditional beliefs lightning can come from other sources. Support your scientific and religious beliefs about lightning and indicate the sources for such beliefs.

Ogunniyi (2011, p.166)

The process of integrating local knowledge entails numerous actors and levels. Incorporating aspects of local knowledge into the LP-based curriculum is the first key step to supporting its integration as it supports teachers' abilities to engage learners in indigenous knowledge by explicitly providing the space and content to do so. However, those involved in adapting and contextualising must also have the experience needed to understand and respect indigenous perspectives (Aikenhead, 2017). Curriculum contextualisation must avoid presumptions, stereotyping, outdated understandings of ontologies and epistemologies, and it must critically engage with values and customs and changes over time (Carey, 2015; Aikenhead, 2017). Furthermore, teaching materials and teacher professional development training opportunities must also support the translation of curriculum into practice (Aikenhead, 2017). Here, identifying and engaging with cultural brokers is also crucial. For example, a study conducted with Syrian refugees in Jordan illustrates the effectiveness of using a Community Readiness Model (CRM) with displaced communities, by portraying its use in evaluating community-based needs through rapid assessment including interviews, focus groups,

code mapping, and workshops to identify gaps and understand attitudes (Wells et al., 2019).

## 9.3 Examples

Studies show that understanding and including indigenous knowledge and attitudes is crucial to helping learners engage in Maths and Science material. Below are examples of concepts in Science and Maths which may be added to contextualise the LP framework.

### 9.3.1 Maths

Teaching Maths poses numerous challenges in diverse contexts due to the language and systems involved. Research has shown that migrant learners are likely to underperform in Maths compared to their native speaker counterparts due to language barriers (Civil, Planas, & Quintos, 2005). The LP-based curriculum will need to consider the language of the hosting nation as well as displaced learners' backgrounds and previous learning environments. Importantly, this section has highlighted the importance of integrating learners' own perspectives and knowledge to enhance learner engagement. In Maths, learners will need to be guided to learn new systems (such as a new unit of measurement or a new language medium) and will need to be able to move between the system they are used and this new system. A commonly used method is referred to as code-switching, which allows learners to move between systems, drawing on both in order to learn (Setati & Adler, 2000). Teachers are advised to use informal language and to describe the process rather than simply use a term in order to help transition learners into using more rigid mathematical language. For example, when discussing multiplication, teachers can use words like 'we carry down' using drawings to illustrate cars or objects to be counted, and switching between different languages if the teacher is also multilingual (Setati & Adler, 2000).

Concepts in mathematics may also be perceived differently. For example, Lee et al., (2012) argues that while time can be taught using approaches familiar to dominant academic discourse (such as time-keeping, clocks, and solar and lunar calendars), conceptions and meanings of time may vary according to culture, such as their experiences of the natural environment and measuring time in relation to nature or in relation to events and living experiences. This may be integrated into curricula to enhance meaning and learner engagement with the content. For example, at a school in Taiwan, teachers sought to discuss time and seasons through concepts that are inclusive of Amis indigenous culture by identifying relevant examples, such as betel nut flowers and shell ginger flowers, rather than examples specified in textbooks (Lee et al., 2012). Similar examples in this study also draw on discussing hourglasses, time-keeping technologies, and examining natural phenomena for Amis learners whose concepts of time are interlinked with 12 rituals per year, each relating to weather and state of harvest.

### 9.3.2 Science

Numerous perspectives in Science may be integrated into the LP-based curriculum to support learners' development and engagement. For example, concepts relating to the environment and preservation of nature could draw on learners' own cultures and traditions at home. Different ways of looking at the world, such as perspectives of time, nature, animals and commodification must be recognised in the curriculum to allow



learners to reflect, connect, and learn about dominant academic discourse and possibly make connections between applicable indigenous practices and perspectives. For example, learners' understanding of the world and existence may draw on religious and cultural beliefs, which must be engaged with in order for learners to understand comparisons and contrasts with dominant academic discourse.

## 10 Principle Six: Ensure the curriculum supports learner well-being, inclusion and success

While the previous principles fundamentally support learner wellbeing, inclusion and success, this principle ensures the LP-based curriculum explicitly supports the specific dimensions of a child's life that contribute to wellbeing and that the LP-based curriculum is developed to promote inclusion and success.

### 10.1 Promote learner well-being

The multi-dimensionality and dynamic nature of wellbeing is recognized. As noted in Chapter Four of the Research and Recommendations Report, the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF), along with other international researchers and leading health and youth agencies, call for a unified multidimensional definition of childhood wellbeing (CWB) (Forgeard et al., 2011; Statham and Chase, 2010; UNICEF, 2007). Many international experts in the field argue that this unified definition needs to recognize CWB *multidimensionality* (e.g., Diener, 2009; Forgeard et al., 2011; Michaelson et al., 2009; Pollard and Lee, 2003) and *dynamism* (e.g., Dodge et al., 2012; Statham and Chase, 2010). A unified multidimensional definition of CWB incorporates a *strengths-based, developmental ecological approach* (Pollard and Lee, 2003). This approach includes indicators with objective (observable) and subjective (experiential) dimensions of wellbeing at each developmental stage (Pollard and Lee, 2003; Statham and Chase, 2010; Wassell and Dodge, 2015). In this way, CWB can encompass a child's developmental progression, including important life events and life transitions (Statham and Chase, 2010), while informing the whole Learning Passport framework. The benefit of a unified multidimensional approach to CWB is the inclusion of a range of dimensions in a systematic and empirically validated way (Wassell and Dodge, 2015). Which dimensions are recognised will shape a curriculum delivered in any educational setting and this is an area of some debate.

Many researchers identify a range of core child wellbeing (CWB) dimensions:

- physical/health, emotional/psychological (Casanueva et al., 2012),
- cognitive/educational (Casanueva et al., 2012),
- social/relationships (Morrow, 2001), family (Carroll, 2002),
- material/economic (Sixsmith et al., 2007),
- contribution to society/ community, school/education (Konu et al., 2002; Sixsmith et al., 2007),
- behaviors/risks (Casanueva et al., 2012), and
- safety (Dunn and Layard, 2009).

In contrast, only a few researchers include the following core dimensions to child wellbeing, which will be particularly relevant for LP learners:

- environment and pets (Gabhainn and Sixsmith, 2006; Sixsmith et al., 2007),
- strengths (Dunn and Layard, 2009), and
- freedom (Dunn and Layard, 2009; Sixsmith et al., 2007).

The longitudinal Fragile Families dataset (Fava et al., 2017) provides empirical support for the multidimensional construct of CWB with the following dimensions:

- **Material wellbeing:** The domain of material wellbeing may best be described as a measure of financial income, goods, resources, and the ability to provide for basic needs.
- **Relational wellbeing:** The relationship domain represents the types of relationships (e.g., biological parents: married or cohabitating), quality of relationships, and levels of affection expressed towards the child from important people in their lives (e.g., parents and grandparents) and who lived with the child (i.e., mother, father, grandparents).
- **Health and behavioral wellbeing:** Within this domain of health and behavioral wellbeing the mother's physical health and health behaviors during the prenatal period (e.g., smoking while pregnant, prenatal healthcare) and after birth were taken into account, as well as items about the child's physical health (e.g., birth weight, asthma, lead poisoning), injuries (e.g., visits to the emergency room), access to health care, and subjective measures of the mother's perception of her child's health. In addition, more behavioral health aspects about the child as more independent and interpersonal interactions would be developmentally relevant in early childhood (e.g., child feeling sad, lonely, ashamed, and getting into fights with other children).
- **Environmental enrichment:** The environmental enrichment domain focuses attention to aspects pertaining to whether or not a caregiver read or told stories to the child, the number of books, toys, puzzles, and instruments that were in the home, and whether or not the child got to go on outings, or had hobbies.

One dimension not included in the above list yet important in EiE contexts is **spiritual wellbeing** (Quosh, 2013; UNICEF, 2019; Betancourt and Khan, 2008; Silove, 2013). Another not listed but essential dimension for EiE contexts is **wellbeing associated with a safe physical environment**. (Physical safety and security represent the foundational level of MHPSS (mental health psychosocial) intervention and is a required condition for learners in EiE contexts (UNICEF, 2019; Frisoli et al., 2019). There are four levels of MHPSS intervention, and each includes social and emotional learning (SEL) programming for educational settings. For more information, please see the SEL programme design document.

For a LP-based curriculum, the above CWB dimensions will be systematically adjusted and adapted to match the experiences of children in EiE contexts and to ensure explicit support for child wellbeing throughout the curriculum. Child experiences can be identified through interviews and focus groups conducted as part of the LP initial assessments conducted by the SEL team, including the Community Readiness Assessment (CRA) model and appropriate versions of the Cultural Formulation Interview (CRI). Existing research also provides theoretical and empirical information that can inform the adaptation of the wellbeing dimensions to EiE contexts.

Ongoing debates around the relationship between resilience and wellbeing requires a very brief comment. Resilience and wellbeing are fundamentally related, and in some instances, resilience is even measured using wellbeing instruments (Davydov et al., 2010; Windle, 2011). Meta-analyses have demonstrated that there are robust relationships between measures of resilience and measures of wellbeing (Hu et al., 2015; Lee et al., 2013). Yet there is evidence that self-report measures of resilience are not simply

redundant with indices of wellbeing (Burns and Antsey, 2010; Martínez-Martí and Ruch, 2017)<sup>2</sup>. Thus, resilience and wellbeing are distinct despite featuring a close kinship.

Learner wellbeing may be disrupted in emergency settings, yet wellbeing can be experienced in both the absence and presence of mental health and the LP-based curricula should support well-being for all learners, regardless of diagnosis or psychosocial impairment. Educational and learning spaces are central to promoting wellbeing and resilience and helping to restore a sense of normalcy. Play and play-based pedagogies are also essential elements for wellbeing promotion.

Within the Learning Passport, the social and emotional learning (SEL) programme design uses a framework explicitly developed for refugees, migrants, and displaced learners, the IC-ADAPT framework. The SEL programme design features both SEL elements that will be incorporated into the other curricular components (Maths, Science and Literacy) and a SEL curricular component that will be delivered alongside the other components. Within the IC-ADAPT framework, the ADAPT (Adaptation and Development After Persecution and Torture) model was developed to reflect accurately the experiences of refugees and has been found to be a successful tool for increasing and restoring wellbeing among diverse refugees. The IC model focuses on the fundamental processes of self-regulation underlying all social and emotional learning skills for wellbeing promotion. United in one framework, these two models promote wellbeing at the micro, meso, and macro levels. For more information about the IC-ADAPT framework, please see the SEL programme design document.

## 10.2 Promote learner inclusion and success

A core motivation for the development of the LP framework is that all children and young people have the right to good quality education through which they can actively participate and achieve success. However, in many contexts that involve conflict and crises, particular groups of learners are denied access or are not given equal access or support (INEE, 2010; Sæbønes, Bieler, Baboo, Banham, Singal, Howgego, McClain-Nhlapo, Riis-Hansen & Dansie, 2015). This includes, but is not limited to, learners with disabilities, cultural groups, language groups and gender groups. However, a particular focus in this principle relates to individuals with disabilities.

As discussed in section 3.2.6 of the Research and Recommendations report, the challenge of access to education for children in contexts of displacement is significantly increased when a learner has a disability. In 2010, Couldrey and Herson (2010) reported that ‘there are three to four million persons living with a disability among the world’s 42 million displaced’ (p.2). Unfortunately, this number has only increased (UK Aid, 2018). Global leaders committed their support to solving this world issue by agreeing to UN Sustainable Development Goal 4, to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ (UN, 2015). Challenges affecting the

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<sup>2</sup> At the same time, the relationship between resilience and wellbeing is not straightforward. Some researchers have argued that higher levels of wellbeing serve as an antecedent of resilience (e.g. Kuntz et al., 2016). There has been extensive work showing that positive emotions facilitate resilience (e.g. Fredrickson et al., 2003; Tugade and Fredrickson, 2004). Research suggests that positive emotions can promote greater resilience because they promote flexible thinking (Isen et al., 1987) and facilitate both adaptive coping (Folkman and Moskowitz, 2000) and the maintenance of social relationships (Keltner and Bonanno, 1997). Others have suggested that the relationship between wellbeing and resilience can also work in the opposite direction. For example, several researchers have used resilience to directly predict a number of wellbeing outcomes including depression (Loh et al., 2014) and job satisfaction (Luthans et al., 2007).

learning outcomes of children with disabilities include inaccessible facilities or instruments, distance and cost of transportation, inaccessible resources, untrained practitioners, inappropriate and/or unsupported learning activities as well being more vulnerable to bullying and violence (INEE, 2010). For these reasons, and many others, many children with disabilities are being denied their right to education. Denying children with a disability the right to education reinforces disempowering attitudes and assumptions of their weakened capacity to contribute to society and therefore, put them at a constantly increasing disadvantage (McClain-Nhlapo & Thomas, 2018).

However, steps can be taken to drastically improve the educational experiences of children with disabilities to support their equal access to education and their success. As stated in the 2010 INEE Pocket Guide to Supporting Learners with Disabilities<sup>3</sup>:

“Sometimes emergency education initiatives bring new training, resources and other means of support to teachers and their schools. This offers a chance to change the physical environment and update the practice of teachers or other trained adults working with children or young people in emergency education – encouraging them to be more inclusive in a range of ways.”  
(INEE, 2010)

The LP framework aims to support this type of positive change. An inclusive approach to curricula involves ‘A common curriculum for all, based upon differentiated and/or individualised instruction, rather than an alternative curriculum being developed for low achievers’ (UNICEF, 2014, p.20). Therefore, an LP-based curriculum should be developed in a manner that ensures the inclusion of all learners including those with disabilities. It is crucial that this inclusive approach is applied to the development and selection of accompanying teaching and learning approaches, materials, and assessments which will accompany any locally developed curriculum.

To conclude, the first five principles of contextualisation implicitly support learner wellbeing by ensuring that learning is inclusive, relevant, respectful, and supports learning continuity. The sixth principle invites an explicit focus on wellbeing through consideration of specific dimensions that will be adjusted and adapted for LP learners. Together, these six principles will help to ensure that the contextualisation process evaluates and responds to the refugee learners’ needs and challenges in ways that promote wellbeing, inclusion and success.

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<sup>3</sup> It is highly recommended that developers and practitioners consider the relevant INEE documentation, such as this handbook, when developing an LP based curriculum appropriate for their context and for their diverse group of learners.



## 11 Conclusion

As stated above, these six contextualisation principles are necessary areas of consideration for all development teams embarking on developing a LP-based curriculum. These six principles are, in many instances, intersecting and overlapping with the core principle of supporting quality learning in a safe, productive and inclusive environment. To ensure this, and to effectively apply all six contextualisation principles, local involvement and consultation is essential. The potential depth and breadth of local expertise should not only be acknowledged, but partnered with and actively empowered. The effectiveness of the Learning Passport framework is dependent on the development of LP-based curricula that are contextually appropriate and contextually responsive, with the well-being and success of learners and the local community being the central driving force.

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## 13 Appendix: Expert contributors

### **Dr Eolene Boyd-MacMillan**

*Department of Psychology, University of Cambridge*

With colleagues, Boyd-MacMillan pioneered the development and empirical assessment of interoceptive 'IC' (integrative complexity) interventions and professional practices for public mental health promotion with diverse population groups in applied settings and partnerships with local and national stakeholders using co-creation methods. Current roles include: Director of IC Sweden in partnership with Fryshuset and University of Umeå; Expert, EU-RAN Centre for Excellence; Expert, EU-Efus project BRIDGE (Building resilience to reduce polarization and growing extremism) with 13 municipalities in 7 countries. Her background includes running and supervising research in a counselling service for children aged two and up using creative play methods in community and educational settings; generic adult counselling; counselling supervision; teaching, University of Edinburgh; government at national and international levels. She is Senior Research Associate and Co-Director of the IC Thinking Research Group.

### **Tori Coleman**

*Cambridge Assessment, Assessment Research and Development Division*

Tori's background is in Psychology and Education, she has a BSc in Psychology from the University of Bath, and an MPhil in Education (Psychology and Education) from the University of Cambridge focusing on Developmental Coordination Disorder (DCD). She is currently a researcher at Cambridge Assessment where she is involved in curriculum and assessment related research. She has worked on a range of projects relating to educational taxonomies, accessibility of examination papers, construct validity, and curriculum mapping. She is part of the team leading the Curriculum development for the UNICEF-Cambridge collaborative project, being involved in the early work including the feasibility mission to Cox's Bazar in Bangladesh.

### **Prof Valerie DeMarinis**

*Public Mental Health, Public Health and Clinical Medicine Institution, Umeå University; Innlandet Hospital Trust; Uppsala University*

Prof DeMarinis' refugee mental health; cultural information in treatment; public mental health and violent extremism. She is Director of the Wellbeing and Health section of the nationally-funded IMPACT research programme/Centre of Excellence at Uppsala University; Primary Mental Health Analyst for the EU- Horizon 2020 project RESPOND: Governance of Migration; and, PI for Scandinavia projects on medical communication efficacy of the Cultural Formulation Interview (DSM-5). She has authored over 120 peer-reviewed scientific articles, as well as chapters and books. She is an elected board member of the World Psychiatry Section on Religion and Spirituality in Psychiatry. She is Guest Professor in the Public Mental Health, Public Health and Clinical Medicine Institution at Umeå University; Professor of Public Mental Health Promotion at Innlandet Hospital Trust; and Professor in Psychology of Religion and Cultural Psychology at Uppsala University.

### **Dr Sinéad Fitzsimons**

*Cambridge Assessment, Assessment Research and Development Division*

Dr Fitzsimons is a Research Officer at Cambridge Assessment in the area of Curriculum and Development. She is also a member of the Centre of Global Human Movement at Cambridge University. She has worked on many international curriculum development projects especially in post-conflict and divided societies. This has involved curriculum and resource development, monitoring and evaluation and teacher training. She is also an Executive Board member for the EU Association of History Educators (EUROCLIO). Her PhD research, completed at Queen's University Belfast, focused on the influence of curriculum on how young people view and develop their sense of identity in post-conflict and/or divided societies. Before completing her PhD, Fitzsimons taught secondary History for ten years in Belgium, Northern Ireland and England.

### **Dr Jackie Greatorex**

*Cambridge Assessment, Assessment Research and Development Division*

Jackie holds a Master of Education from University of Bristol. In her PhD (University of Derby), she managed the development of descriptions of different levels of learning in health related degrees, underpinned by psychology, andragogy and curriculum theory. Since joining Cambridge Assessment, she researched a range of assessment topics including examiners' cognition and what makes marking reliable. Jackie is a Principal Research Officer and leads the Research Division's Education and Curriculum team.



The work is wide-ranging and open to include all ages, subjects (academic or vocational), jurisdictions, and situations. This builds on her PhD studies and gives the opportunity to research a variety of key education and curriculum matters. Her work has included studying the teaching approaches in Chemistry, researching how a mathematics curriculum is organised in education centres and undertaking curriculum mapping as part of curriculum development. Jackie is the Chair of Curriculum Framework Development in the Learning Passport programme and a member of the Steering Committee.

### **Dr Martin Johnson**

*Cambridge Assessment, Assessment Research and Development Division*

Dr Johnson is a Senior Researcher at Cambridge Assessment. The focus of much of his work is on the interaction between assessment, learning and curriculum issues, often with an international focus. Projects have ranged across academic and vocationally related contexts and investigated assessment issues in diverse sectors (e.g. primary through to post-compulsory education). His general research interest is on how to better understand assessment as enacted practice. This has involved using assorted research qualitative methods to gather the perspectives of those involved with, or affected by, assessment.

### **Tim Oates**

*Cambridge Assessment, Assessment Research and Development Division*

Tim Oates is Group Director of Assessment Research and Development at Cambridge Assessment, focusing on national and international research on assessment and measurement. In 2010 he published 'Could do better' which laid down the principles for the review of the National Curriculum in England. He was chair of the Expert Panel for Review of the National Curriculum in England. Emerging from this review, subsequent research on the quality and function of textbooks and other resources has been taken up around the world and discussed at two international summits on learning resources. He chairs various curriculum groups for the Department for Education in England. He has published widely on assessment and curriculum issues, and routinely provides briefings and advice to UK and other governments. He has worked with OECD on curriculum matters and is leading a new UNICEF project on a curriculum framework for displaced children. He is Fellow of Churchill College Cambridge and in 2015 received a CBE for services to education.

### **Dr Hiba Salem**

*Faculty of Education, University of Cambridge*

Hiba's research tackles challenges in educational settings at the forefront of refugee migration crises, using innovative visual-based approaches to explore the well-being and voices of Syrian refugee students in Jordan's formal, double-shift schools. As a fellow of the Queen Rania Foundation in Jordan, she has worked closely with the organisation to reveal pivotal issues facing both Syrian refugee and Jordanian communities. In addition to her PhD research, Hiba has contributed to her field through projects including the Let Girls Learn in Conflict Settings, a UNICEF project on the educating children on the move, and a project on social cohesion within refugee communities in Jordan with the University of Sussex. Her work was recently recognised by the Said Foundation for its Alumni Award, which is given for impactful contributions to the Middle East.

### **Chris Sowton**

*Independent Consultant*

Chris has worked in the field of International Education and English Language Teaching for 25 years in a variety of roles, including teacher, teacher trainer, researcher, project manager, materials writer and author. Much of his early career was spent managing and delivering language projects in government schools across Nepal. More recently, as a freelance consultant, Chris has helped to implement master trainer training in northern Nigeria, develop materials for teacher trainers and educational managers in refugee communities in MENA, upskill Syrian teachers in Lebanon, and create gender-sensitive English language materials for a major girls' education project across South Asia. He has worked in several other countries besides, including Somaliland, Senegal, India, Indonesia, Jordan, Palestine, Turkey and China. His current research looks at the latent emancipatory potential of English in refugee communities.

## The Learning Passport: Curriculum Framework Adaption guidance

The Learning Passport is a collaboration between UNICEF and the University of Cambridge to improve the quality of education for vulnerable children, and in particular those unable to effectively access national education systems. The project aims to develop an education model for rapid local adaption and deployment, and which delivers both better outcomes and better recognition of outcomes.

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**TRANSFORMING  
SOCIETIES THROUGH  
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