REFUGEE EDUCATION
RESEARCH DIGEST

The Education Research Digest features the latest evidence on refugee education, with a focus on thematic areas. The digest aims to provide a balanced and comprehensive overview of the current state of knowledge and practice on each thematic area, as well as to identify gaps and priorities for future research and action.[1] The digest presents a brief overview of the main findings from a number of relevant publications, from academia and grey literature, with links to the full texts (where available).The publications covering the year 2024 are selected based on criteria such as relevance, quality, timeliness and diversity of sources and perspectives. The second and third parts of the digest include information on relevant resources and forthcoming events on refugee education.

Latest Research

IN BRIEF

Who is responsible for refugee education? a multilevel analysis of integration and localization in Colombia

Author, Publication, Year: Diaz-Rios, C. et al., *International Journal of Educational Development*, 2024

Abstract: This study examines the impact of integrating refugee children into host states' education systems and localizing humanitarian responses on the authority and responsibilities distributed among global and local actors. Focused on Venezuelan refugee education in Colombia, authors' multilevel analysis reveals sporadic horizontal dialogue and fair coordination only when local expertise serves the purposes of humanitarian organizations. These positive effects coexist with power imbalances and responsibility dilution, primarily affecting local actors. These disparities yield suboptimal interventions for refugee children. Mapping the global-local chains of authority and responsibility, the study elucidates the possibilities and limitations of current governance arrangements for refugee education. The study also underscores the importance of leveraging local expertise and improving coordination among global, national, and local stakeholders to develop sustainable educational interventions. The findings reveal that effective solutions are limited by uneven resource distribution and authority, necessitating a more inclusive and locally-owned approach to refugee education. The multilevel governance framework used in the study exposes the

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[1] The recommendations for policy and practice and research made in this digest are taken from the cited literature. They reflect the findings of the authors of the literature and should not be interpreted as recommendations made by the authors of the digest or endorsed by UNHCR.

complexities and blame-avoidance dynamics that hinder adequate responses to the educational needs of refugee children.

Recommendations for policy and practice:

Enhance local authority: Strengthen the role of local actors such as local schools and NGOs in decision-making processes to ensure sustainable and effective interventions for refugee education.

Address power imbalances: Mitigate power imbalances by ensuring that local actors are not marginalized and have a significant role in the implementation of educational programmes.

Sustainable funding: Ensure adequate, transparent, and sustainable funding to support long-term educational solutions for refugee children.

Recommendations for research:

Focus on local expertise: Emphasize the importance of leveraging local knowledge and practices to enhance the sustainability and responsiveness of interventions for refugee education.

Address power dynamics: Investigate the power dynamics between international humanitarian organizations (IHOs) and local actors to ensure fair distribution of authority and responsibilities.

Improve coordination: Explore strategies to improve horizontal and vertical coordination among global, national, and local actors to avoid fragmented efforts and enhance the effectiveness of education responses.

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Tag: Pre-Primary Education / Basic Education / Tertiary Education / Emergencies

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IN BRIEF

Concerted community engagement: refugee education and parents' daily acts of resistance

Author, Publication, Year: Reddick, C., *Social Sciences*, 2024

Abstract: Despite the growing number of refugee families seeking educational opportunities outside their countries of origin, there is scant research on the efforts families undertake to ensure and improve this education. In this study, the author seeks to understand how families participate in refugee children's education in displacement. Drawing on interviews with 16 refugee parents and caregivers living in Kakuma Refugee Camp, Kenya, the author finds that caregivers actively engage in their children's schooling in three key ways: 1) by making choices about which schools their children attend; 2) by monitoring these schools and their children's learning within them; and 3) by supplementing what the school has to offer. These processes were often intertwined and iterative, a process the author terms as concerted

Activities as part of Girls in ICT Day, Dadaab, Kenya.   © UNHCR

community engagement, whereby parents work to ensure that refugee children benefit from the education they receive in exile as they build lives in the present and for the future.

Recommendations for policy and practice:

Support refugee parents: Enhance engagement by providing language classes and resources to help parents support their children's education.

Improve school resources: Address overcrowding and lack of materials in refugee camp schools to ensure better learning environments.

Community involvement: Encourage community-led educational initiatives and support networks to supplement formal education.

Teacher training: Invest in training for teachers to better address the unique needs of refugee students and create inclusive classrooms.

Recommendations for research:

Focus on refugee families: Investigate the roles and strategies of refugee parents and caregivers in supporting their children's education in various displacement settings.

Community engagement: Explore the concept of concerted community engagement, where refugee families work together to enhance educational opportunities for their children in other contexts.

Language barriers: Study the impact of language barriers on refugee parents' ability to engage with their children's schooling and identify effective strategies to overcome these challenges.

Policy and practice: Examine the implications of refugee parents' engagement for educational policy and practice, particularly in Global South contexts.

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Tag: Pre-Primary Education / Basic Education / Tertiary Education / Emergencies

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IN BRIEF

Rupture, loneliness and education: experiences of refugee and asylum-seeking people

Abstract: This paper explores the intrinsic links between rupture, loneliness, resilience and agency within the experiences of refugee and asylum-seeking people, drawing on a wider study conducted in Scotland during the COVID-19 lockdowns in 2020 and 2021. The paper then posits education, in its diverse forms, as a potential anchor, providing a sense of structure, belonging and purpose, thus serving as a bulwark against the negative impacts of rupture and loneliness. The findings presented here are based on 51 semi-structured interviews with people at different stages of the asylum process or with refugee status, offering insights into how educational experiences, both formal and informal, can act as a crucial support system during times of uncertainty and crisis. The study highlights the psychological impact of rupture, describing it as a repeated experience of severe emotional pain and disconnection from familiar environments. This rupture is compounded by the challenges of adapting to a new country

and culture, often leading to loneliness. Loneliness is identified as a significant public health issue, with strong associations with anxiety, depression, and other adverse psychological effects. The findings emphasize the role of education in fostering resilience and integration within host communities. Education provides a sense of continuity and hope, helping individuals to rebuild their lives and establish new routines. The study also notes the importance of digital literacy and access to online learning.

Recommendations for policy and practice:

Education as an anchor: Education, both formal and informal, should be leveraged to provide structure, belonging, and purpose for refugees and asylum-seekers, helping to combat loneliness and rupture.

Tailored support: Policies should ensure tailored support that considers structural issues such as poverty, digital access, gender, disability, family status, and geographical context.

Community interventions: Implement whole-of-community interventions to increase neighborhood identification and tackle loneliness, emphasizing the role of informal and community learning.

Digital literacy and access: Enhance digital literacy and access to ensure refugees and asylum-seekers can benefit from online education and social engagement opportunities.

Recommendations for research:

Digital access and literacy: Explore the impact of digital skills and infrastructure on the social and educational engagement of refugees, especially during crises.

Community support: Examine the role of community organizations and informal education in providing social opportunities and support for refugees, beyond formal education settings.

Link: Download article [pdf]

Tag: Tertiary Education / Emergencies / Connected Education

IN BRIEF

Coloniality and refugee education in the United States

Author, Publication, Year: Koyama, J. & Turan, T., *Social Sciences*, 2024

Abstract: In this paper, authors demonstrate the ways in which the schooling of refugee youth in the United States (US) reflects ongoing coloniality in education. Drawing on data collected in a case study, conducted between 2013 and 2016, and as part of a larger ongoing ethnography of a Southwest US District school's response to refugee students, authors show how the enactment of policies, pedagogies, and practices within schools reinforce the government's control over refugee students and their families. Using empirical data, authors demonstrate how the restriction of the students' movement in and around schools is embedded within the larger limitations embedded in coloniality and assimilation. The findings reveal that refugee students are often marginalized and denied academic opportunities and integrated support service. This marginalization is a reflection of broader colonial power dynamics that persist in modern education systems. Furthermore, refugee students face literal and figurative restrictions in their movement within schools. They are often kept out of certain spaces and are subjected to policies that limit their

access to knowledge and opportunities. The authors conclude with a call for the decolonization of education and offer a practical starting point in refugee education.

Recommendations for policy and practice:

Decolonize education: The authors call for the decolonization of education to address the ongoing coloniality in the schooling of refugee youth in the US. This involves recognizing and dismantling oppressive systems within education.

Inclusive and culturally responsive practices: Schools should avoid deficit framing and be more inclusive and culturally responsive. This includes integrating refugee students' languages and experiences into the curriculum.

Involve refugee families: Actively involve refugee families in decision-making processes within schools to promote a sense of belonging and engagement among students.

Reform SEI programmes: Structured English Immersion (SEI) programmes should be reformed to avoid isolating refugee students and instead support multilingualism and cultural knowledge integration.

Recommendations for research:

Parental involvement: Findings suggest that future studies should actively involve refugee parents/families in research processes within and outside schools to promote a sense of belonging and engagement in the education of their children.

Holistic approaches: Conduct research that combines knowledge, practice, and creative expressions to address the complex dynamics of coloniality in education.

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IN BRIEF

Minimal computing in refugee education in Uganda: economies of digital use and non-use, and the right constraints

Author, Publication, Year: Akello, M. et al., *Learning, Media and Technology*, 2024

Abstract: Using the Foundations for All (FFA) project as a frame for broader discussions of minimal computing, this paper explores education for displaced populations in Uganda and the role of technology. In imagining educational futures predicated on minimalism and the judicious use and non-use of technology. The authors argue that minimal computing, which involves using only necessary technology, can be beneficial in resource-constrained environments. They emphasize the importance of contextual relevance, educational impact, and affordability over the mere acquisition of new technologies. The paper also discusses the broader sociotechnical discourses around

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digital development and how they impact marginalized populations. The study concludes that while technology can facilitate educational opportunities, it should not overshadow the need for psychosocial support and social justice in educational initiatives for refugees. The authors advocate for a balanced approach that prioritizes human connections and care over technological solutions.

Recommendations for policy and practice:

Embrace minimal computing: Focus on using only necessary technology to address constraints like limited access to hardware, software, and reliable power. This approach can be more environmentally sustainable and contextually relevant.

Prioritize psychosocial support: Integrate psychosocial support into educational programmes for refugees to address their unique needs and enhance their learning experience.

Localized curriculum design: Develop bespoke curricular materials tailored to the specific needs of refugee learners, rather than relying on generic open educational resources.

Community involvement: Engage local communities in the design and implementation of educational programmes to ensure they are contextually appropriate and sustainable.

Recommendations for research:

Educational inclusion: Investigate how minimal computing can support refugee education by providing psychosocial support and social justice through technology.

Community input: Explore the role of community involvement in designing educational programmes, ensuring they are locally relevant and culturally sensitive.

Critical reflection: Encourage open questioning of the role of digital technologies in education, particularly for marginalized populations, to resist the push for unfettered technological growth.

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IN BRIEF

Localised refugee education: understanding nationally accredited refugee-led schools in Kenya's Dadaab camps

Author, Publication, Year: Aden, H., *Journal of Eastern African Studies*, 2024

Abstract: Research from displacement contexts globally has shown that refugees actively collaborate to establish learning centres in order to address educational service gaps facing their communities, such as lack of access or low-quality education. However, much of the existing research focuses on refugee-led educational initiatives that lack national accreditation. Less is known about nationally accredited refugee-led education initiatives – independently established, funded, and managed solely by refugees, especially in refugee camps. The author examines the conditions underlying the emergence of nationally accredited refugee-led schools in Kenya's Dadaab camps and what these schools do to improve education quality and their students' performance in national exams. The author draws on six months of ethnographic research and virtual follow-ups between 2020 and 2022. In the context of the evolving localisation of humanitarian aid discourse, this study broadens insights into governance practices that yield effective service delivery, good quality education, and better results in national examinations. The study finds that

direct support to the state and refugees, rather than intermediary INGOs, can improve students' results in national exams and the quality of education overall. The findings challenge the perception that refugee-led initiatives lack accountability and effectiveness. Instead, these schools demonstrate strong governance practices, direct accountability to parents, and active collaboration among teachers, students, and parents.

Recommendations for policy and practice:

Support refugee-led schools: Direct support to refugee-led schools, rather than intermediary INGOs, can improve education quality and students' performance in national exams.

Enhance parental involvement: Encouraging parental involvement in school governance can lead to better accountability and improved educational outcomes.

Address structural barriers: Policies should address structural barriers such as restricted mobility and lack of access to national or regional schools for refugee students.

Recommendations for research:

Comparative analysis of refugee-led and INGO-run schools: Future research should focus on comparing the reasons refugee-led schools outperform INGO-funded schools, especially in the Kenya Certificate of Secondary Education (KCSE) exams. A comparative mixed-method analysis could uncover the governance, pedagogical practices, and socio-economic factors contributing to this difference in performance.

Role of localisation in humanitarian aid: Research could further explore the political and economic implications of this shift and how localisation could transform humanitarian aid governance across different sector.

Longitudinal studies on refugee education: Given the dynamic nature of refugee-led education systems, future studies could conduct longitudinal research to track the outcomes of students from refugee-led schools and their progression to higher education or vocational training.

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Tag: Basic Education / Secondary Education

IN BRIEF

Rohingya refugee education in Malaysia: an analysis of current standards and challenges

Abstract: The Rohingyas, the longest-standing refugees in Malaysia, are continuously denied access to formal education. UNHCR and local non-government organizations run learning centers that offer non-formal education to Rohingya children. Existing literature highlights that, in the absence of formal openings, alternative educational programmes remain the main provider of refugee education in the country. This study, using the Inter-Agency Network for Education in Emergencies' five-domain framework of the minimum standards, examines the educational standards provided to Rohingya refugees. The findings suggest that most learning centers lack financial, human, and infrastructural resources. Lack of opportunity for secondary schooling makes primary education less valuable. Moreover, prevailing cultural and religious norms make it challenging for children (especially girls) to access educational opportunities outside the community. National examinations and academic accreditation for learning are inaccessible to refugees. This paper deliberates on some immediate and long-term measures that can potentially

address these issues. All actors, including UNHCR and the Malaysian government, must collaborate towards formulating a sustainable solution to this critical problem.

Recommendations for policy and practice:

Collaboration: A sustainable solution for Rohingya refugee education should be sought out by government actors and international organizations supporting refugee education.

Legal framework: Establish a comprehensive legal protection framework to allow refugee children to join the national education system.

Community awareness: Conduct educational campaigns to improve local community attitudes towards Rohingya refugees.

Resource allocation: Improve funding and resources for learning centers to ensure better facilities and qualified teachers.

Recommendations for research:

Conduct further research to **identify harmful cultural and religious norms** within Rohingya communities that hinder education.

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IN BRIEF

Stuffing the refugee education pipeline: the integration process and the exclusion of refugees from knowledge production in a Western destination country

Author, Publication, Year: Abamosa, J., *Frontiers in Education*, 2024

Abstract: The number of forcibly displaced people, including refugees, has been increasing exponentially over the last few decades. Refugees settled in Western destination countries face several challenges in successfully accessing and participating in higher education and in becoming knowledge producers. This is in sharp contrast to uncritical assumptions that refugees settled in these countries are better off in terms of pursing higher education. To shed more light on this issue, the author aims to address the research question 'How does the integration process in a Western destination country contribute to the exclusion of refugees from knowledge production?' The article uses an education pipeline analogy and human agency theory as the theoretical framework. The author conducted narrative interviews with six refugees who planned to pursue higher education but could not realize their plans in Norway. The findings indicate that the refugee education pipeline is broken and stuffed with various restrictive factors that weaken their agency to make informed decisions. These factors included a long waiting time for settlement, withholding relevant information about higher education, demotivating and misplaced advice about higher education and language training programmes for non-academic purposes.

Recommendations for policy and practice:

Improve information access: Ensure refugees receive clear and timely information about higher education opportunities to help them make informed decisions early in their integration process.

Revise language programmes: Design language training programmes that prepare refugees for academic purposes, not just for low-skilled employment.

Reduce waiting times: Minimize the waiting periods for settlement and other decisions to prevent weakening refugees' agency and motivation.

Support higher education: Encourage policies that support refugees in pursuing higher education, recognizing its positive impact on their social mobility and integration.

Recommendations for research:

Intersectional dimensions: Explore how various characteristics such as disability, nationality, and gender influence refugees' journeys to become knowledge producers through higher education.

Street-level bureaucrats: Investigate the role of street-level bureaucrats in shaping refugees' access to higher education and their ability to achieve their goals.

Refugee agency: Examine how refugees' agency is affected by the integration processes and the structural factors that either constrain or expand their choices.

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Tag: Tertiary Education

IN BRIEF

Resilience in multicultural classrooms: school relationships can protect the school adjustment of immigrant, refugee and non-immigrant children

Author, Publication, Year: Laluna, F., et al., *British Journal of Educational Psychology*, 2024

Abstract: This study explores the role of school relationships in the adjustment of immigrant, refugee, and non-immigrant children in multicultural classrooms in Germany. Drawing on the risk and resilience perspective, the research investigates how teacher–child and peer relationship quality can moderate the impact of German language proficiency on school adjustment, including school achievement and belonging. The sample comprised 278 Grade 4 children, with 37% being first-generation immigrants and refugees. Path analyses revealed that supportive teacher–child relationships mitigated the negative

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effects of low German proficiency on reading comprehension and grade point average among immigrant and refugee children. Similarly, positive peer relationships buffered the adverse impact of language challenges on school

belongingness. These findings underscore the importance of promoting supportive school relationships to enhance the educational outcomes and integration of immigrant and refugee children.

Recommendations for policy and practice:

Supportive school relationships: Schools should foster warm and supportive relationships between teachers and all students, as well as among peers. Schools can promote supportive relationships by encouraging warm, culturally sensitive teacher-student interactions, encouraging peer collaboration, and creating inclusive, respectful environments that enhance belonging and academic success for all children, especially immigrant and refugee children.

Culturally responsive teaching: Implement culturally responsive teaching practices that appreciate and discuss cultural diversity. This can help create a respectful and inclusive school climate.

Cooperative learning strategies: Teachers should use cooperative learning strategies to improve the quality of relationships between classmates, which can positively impact school adjustment.

Teacher training: Provide coaching interventions for teachers to enhance their ability to build positive relationships with students, which can mitigate the negative effects of acculturative challenges.

Recommendations for research:

Longitudinal studies: Conduct longitudinal research to verify the direction of associations between school relationships and adjustment over time.

Acculturative challenges: Examine other acculturative challenges, such as ethnic discrimination, and their impact on school adjustment.

Peer relationships: Investigate other dimensions of school relationships, such as peer acceptance and friendships, as potential protective factors.

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Tag: Basic Education / Secondary Education

IN BRIEF

No country for young refugees: barriers and opportunities for inclusive refugee education practices

Author, Publication, Year: Demir, S. et al., *Production and Operations Management*, 2024

Abstract: The recent refugee crises in Ukraine (2022) and Syria (2011) have created millions of refugees, and with it a risk of "lost generations" distanced from education who may eventually depend on social security systems and monetary aid. This study considers the following research question: How can a host country improve the inclusion of refugee children in the education system without overburdening its infrastructure? First, the authors document the availability and accessibility challenges and opportunities that refugee children face during the

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Syrian refugee crisis. The authors then developed an inclusive planning strategy aligned with existing capacity and resources and formulate two adaptations of the maximum covering problem (MCP): cooperative capacitated MCP with heterogeneity constraints (CCMCP-HC) to improve the current schooling access in Türkiye and Modular CCMCP-HC to guide early planning in the case of a future crisis. Authors computational analyses illustrate that the proposed approach yields higher schooling rates and capacity utilization than existing approaches. Their results emphasize the importance of having a planning strategy in the initial phases of a crisis that considers future integration possibilities. This study analyzes Türkiye's experience and lessons learned to provide a road map for other ongoing and future refugee crises. The authors analyze Türkiye's experience, noting the initial ad-hoc measures and the eventual shift towards integrating refugees into the national education system. They stress the need for inclusive planning strategies that consider the long-term integration of refugees, ensuring equitable educational opportunities and addressing the emotional and educational needs of refugee children. The study concludes with recommendations for other countries facing similar challenges, advocating for proactive and inclusive approaches to refugee education.

Recommendations for policy and practice:

Flexible school assignment policies: Implement cooperative coverage instead of address-based assignments to increase schooling rates and capacity utilization. Cooperative coverage refers to a model that allows refugee children from the same district to be assigned to different schools through coordination, instead of being restricted to the nearest school based on their address.

Proactive capacity planning: Plan educational infrastructure considering future refugee integration to avoid underutilization and ensure higher coverage.

Support for teachers: Provide adequate training for teachers to handle traumatized children and ensure bilingual education.

Equitable access: Relax constraints designed for native students to reduce segregation and improve educational opportunities for refugee children.

Recommendations for research:

Multidisciplinary approaches: Future research should aim to address refugee integration through combined efforts in pedagogy, economics, and sociology, complemented by operations research and management science (OR/MS) strategies.

Corporate involvement: Investigate the role of corporations in achieving Sustainable Development Goals (SDGs) and supporting refugee integration.

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IN BRIEF

Yet another crisis? Syrian refugee children and Turkish education system in turbulence

Author, Publication, Year: Eranıl, A. & Kasalak, G., *Education and Science*, 2024

Abstract: This study aims to explain the current and future situations of Syrian refugee children (SRC) in the Turkish education system in light of the views of teachers and administrators. The aim of the study is to ascertain the situations that affect and are affected by the involvement of Syrian refugee students in the Turkish education system. In addition, findings are obtained by examining the views of immediate education stakeholders i.e., teachers and administrators on how the education system can be impacted by the rapid increase of refugee students in the Turkish school population. The data used in this article were drawn from the data collected from 16 teachers and school administrators working in the provinces where Syrian refugees live. Phenomenological design is used in the research. The findings indicate that current Syrian refugee students are exposed to discrimination even though they are in cultural interaction with their peers. Turkish teachers are found to feel inadequate in classroom management and transferring professional competence skills to their classrooms. Strategies of school administrations in dealing with problems are also ineffective. All these appear to negatively affect Syrian students' access to quality education as well as their academic success.

Recommendations for policy and practice:

Teacher training: Enhance pre-service and in-service training for teachers to improve their competencies in managing diverse classrooms and addressing the needs of refugee students.

School-family collaboration: Develop stronger collaborations between schools and families. Organize events to bring Turkish and Syrian families together to foster cultural connections and reduce prejudices.

Financial support: Increase international and national financial support to ensure adequate resources for the education of SRC. This includes maintaining and expanding programmes like the Promoting the Integration of Syrian Kids into the Turkish Education System (PIKTES).

Inclusive education policies: Review and adapt inclusive education policies from successful models in other countries to better integrate SRC into the Turkish education system.

Recommendations for research:

Further studies are **needed to develop strategies to increase the involvement of Syrian parents** in their children's education to improve communication and support.

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Additional Reading

Other interesting readings selected by our team (*= not open access).

Arar, K., Örücü, D. and Gümüş, S., 2024. Educational leadership and policy studies in refugee education: a systematic review of existing research. *Educational Review*, 76(4), pp.1032-1056.

Reddick, C. 2024. How educators navigate language ideology and pedagogy in refugee education. *International Journal of Bilingual Education and Bilingualism*, 1-15.

Akhtar, S., and Keeney, P. 2024. Perpetual emergency education: Urban refugee education in Thailand is disrupted during the COVID-19. *Policy Futures in Education*, 14782103241283143.

Wu, W. Y. 2024. Futures and temporal strategies in refugee higher education. In Educational Research and the Question (s) of Time (pp. 297-315). Singapore: Springer Nature Singapore.

Haybano, A. K., and Dryden-Peterson, S. 2024. Boundary construction and education: un/belonging among Somali refugee students in Addis Ababa, Ethiopia. *Race Ethnicity and Education*, 1-19.

Ungar, M., and Seymour, A. 2024. Access without borders: A scoping review to identify solutions to creating portable identity, education and health records for refugee children. *Journal of International Migration and Integration*, 1-29.

Arık, F., Fidan, Ç., and Hoş, R. 2024. Higher education for Syrian refugee students in Türkiye: challenges and expectations. *Globalisation, Societies and Education*, 1-12.

RESOURCES

UNHCR EHAGL Regional Education Newsletter Q2 2024

UNHCR Regional Bureau for West and Central Africa Education Newsletter Q2 2024

UNHCR Education Report 2024

Policy Dialogue Tool: Inclusion of Refugees in National Education Systems

EVENTS

Refugee & Migrant Education: Pathways for Hope, Understanding, and Meaningful Integration - 2024 Int'l Conference
This conference will explore innovative educational practices for refugees and migrants.
Organiser: RME Network, together with co-hosting partners Jesuit Refugee Services
Date: November 6-8, 2024
Location: Pontifical Urbaniana University, Rome/Italy.
Registration

2nd Global Conference on Human Rights and Refugees (GCHRR)
This conference will cover various topics, including the role of education in empowering displaced populations, mental health support, and socio-economic integration of refugees. It offers a platform for leaders in human rights and refugee advocacy to share their work and engage in meaningful discussions.
Organiser: Global Conference Alliance Inc.

Date: November 22-24, 2024
Location: Vancouver, Canada

Acknowledgements

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