



Education Strategy
2010-2012

“Education for All Persons of Concern to UNHCR”

UNHCR Geneva
September 2009

Acknowledgements

This document was produced by the Education team in the Operational Solutions and Transition Section (OSTS) at UNHCR Headquarters. The Education team is committed to providing guidance and technical support to the Education Sector in the field. This support is given through technical missions or secondment of experts, development of country specific strategies, delivery of training, guidelines and tools, mobilization of resources and reinforcement of partnerships at the global, regional and country level. All these activities are undertaken with the purpose of strengthening the protection of persons of concern to UNHCR through safeguarding their right to access quality education within safe learning environments.

The Education Strategy 2010-2012 was developed on the basis of experience gained during the implementation of the 2007-2009 strategy as well as broad-based consultations and discussions with UNHCR Field Offices, Divisions and Bureaus. The draft strategy was also presented to the High Commissioner.

We would like to express our thanks to all those who contributed to the development of this 2010-2012 Education Strategy in the sincere hope that together we will be able to meet the challenges ahead and achieve the results outlined therein.

Operational Solutions and Transition Section (OSTS)
UNHCR Headquarters
Geneva

Table of Content

| | | |
|------|---|----|
| I. | Executive Summary | 4 |
| II. | Introduction | 10 |
| | Education as a right..... | 11 |
| | Education as a protection tool..... | 12 |
| | Education as a durable solution | 12 |
| | Education as an international obligation..... | 13 |
| | Education as the basis for sustainable development..... | 13 |
| III. | Education in UNHCR | 14 |
| | Policy framework..... | 14 |
| | Priority countries..... | 16 |
| | Education budget | 16 |
| IV. | Strategy | 18 |
| | Long-term vision..... | 18 |
| | Programme Objectives..... | 18 |
| | <i>Increased access and enrolment</i> | 19 |
| | <i>Improved quality</i> | 22 |
| | <i>Enhanced protection</i> | 24 |
| | Cross-cutting issues | 26 |
| | Strategic objectives | 28 |
| | <i>Capacity building</i> | 28 |
| | <i>Partnerships</i> | 28 |
| | <i>Advocacy, visibility and fundraising</i> | 29 |
| V. | Priority Action Plan 2009 | 30 |
| VI. | Plan of Action 2010 -2012 | 31 |
| VII. | Annexes..... | 34 |
| | A: List of Abbreviations | |
| | B: UNHCR's Education Policy Commitments | |
| | C: Priority Country Overview | |
| | D: Standards & Indicators | |
| | E: UNHCR Global Strategic Priorities - Education | |
| | F: Overview of UNHCR Education Initiatives | |

I. Executive Summary

Every child, youth and adult of concern to UNHCR¹ has the right to education. UNHCR, with its obligation to provide international protection and find durable solutions for refugees and other people of concern under its mandate, faces the challenge to ensure the fundamental right to education, including formal and non-formal education. Without an education, children, including adolescents, are less likely to be healthy, grow strong, be safe or fully participate in their communities. Without an education, communities are less likely to achieve their other development goals.

Education Strategy 2010 -2012

The present Education Strategy 2010-2012 builds on the achievements, lessons learned and challenges in the implementation of the Education Strategy for 2007-2009, and takes into account the age, gender and diversity mainstreaming strategy as well as the ongoing comprehensive needs assessment and new programming tools. Its focus is on providing strategic directions, appropriate support and effective guidance to address education needs in UNHCR's operations and strengthen the organization's professional capacity in support of education programmes together with its strategic and operational partners.

Long-term vision

The long-term vision of UNHCR is to

- Ensure the right to education for all people of concern to UNHCR by achieving universal primary education and creating increased opportunities for post-primary education (secondary, vocational training, non-formal and adult education) with special focus on girls, urban and protracted situations.

Targets for 2012

Based on UNHCR's Global Strategic Priorities (GSP), and in relation to the analysis of the current situation through the Standards and Indicators (S&I) reports, the targets of the Education Strategy for 2012 have been formulated as follows:

- In 132 refugee camps, where 31% of children aged 6-11 are not enrolled in primary education, this percentage will be reduced to 21%, with special attention to gender parity.
- In 92 refugee camps, where 69% of children aged 12-17 are not enrolled in secondary education, this percentage will be reduced to 60%, with special attention to gender parity.
- In 87 urban areas, where 37% of children aged 6-11 are not enrolled in primary education, this percentage will be reduced to 32%, with special attention to gender parity.
- In 66 urban areas, where 62% of children aged 12-17 are not enrolled in secondary education, this percentage will be reduced to 58%, with special attention to gender parity.

¹ Refugees, asylum-seekers, stateless persons, internally displaced and returnees. UNESCO, and therefore UNHCR, defines 'youth', as those persons between the ages of 15 and 24 years. Children are defined as persons between 0-18.

Main objectives

The strategy focuses on the need to provide immediate support to people of concern to UNHCR in all phases of displacement, right from the outset of crisis and emergencies, in urban and protracted settings and during return and reintegration. Simultaneously, the Strategy is trying to strengthen UNHCR's capacity to adequately respond to existing challenges by achieving the three main complementary and mutually reinforcing education objectives, namely

- Increased access and enrolment,
- Improved quality, and
- Enhanced protection.

Safer learning environments and reduced protection risks, better quality in terms of good learning facilities, lower numbers of students per class, well trained teachers and the regular availability of teaching and learning materials, will, among others, directly lead to higher enrolment and reduced drop-out rates, thus allowing students to complete their education.

The strategy guides pursuit of these objectives in partnership with other key partners, including governments, UN organizations, non-governmental and civil society organizations.

The 2010-2012 Education Strategy, in trying to achieve the vision and the above objectives, is fully in line with international standards outlined in the *Millennium Development Goals (MDG)*, the *Education For All Strategy (EFA)* and the *Convention on the Rights of the Child (CRC)*, among other international commitments.

Increased access and enrolment

Challenges:

Though considerable progress has been made over the years, access and enrolment are still among the major challenges in emergency education. Globally, in 2007 there were around 2.6 million refugee children at school-age, but only an estimated 67% of children were enrolled in primary and secondary education. This leaves approx. 33% (around 900,000 children) out of school.

More specifically, in 2008, 29% of the camps met the standard of 100% of refugee children enrolled in Grades 1-6 and 24% almost met the standard (at least 70% of the children enrolled). 47% did not meet the standard. In urban setting, 32% of the urban areas met the standard of 100% of refugee children enrolled in primary school, 8% almost met the standard (at least 70% of the children enrolled). 60% did not meet the standard.²

With regard to secondary education, only in 6% of the camps 100% of the children were enrolled in secondary schools. In urban settings, the rate was 26%³.

Reported data indicates that there is a disparity between the percentage of girls and boys enrolled in grades 1-6, where the gender parity index (GPI) is 0.83, meaning a disparity in favour of boys⁴. In secondary schools the GPI Index is 0.77. However, the drop-out rate, particularly for girls, increases by grade, a fact which is not reflected in the S&I. Global enrolment rate of youth in non-formal education and vocational training (15-24 years old) remains below 10%.

² Primary education: Data available for 132 camps and 87 urban areas.

³ Secondary education: Data available for 88 camps and 65 urban areas.

⁴ Ratio of female to male values of a given indicator. A GPI of 1 indicates parity between sexes.

Proposed solutions:

To achieve the objective of **increased access and enrolment**, the strategy will focus on

- Mobilizing increased funding for primary and post- primary education (including secondary education, vocational and skills training), with particular focus on enhancement of girls education (see Annex F: *ninemillion.org* campaign);
- Expanding projects for distance learning programmes in support of out of school youth in protracted situations and urban settings (see Annex F: *Community Technology Access*);
- Establishing operational partnerships to address the specific needs of out of school youth (see Annex F: *Youth Education Training Pack*);
- Identifying and implementing additional scholarship programmes for tertiary education (see Annex F: *DAFI Programme*);
- Identifying and implementing additional open and distance learning (ODL) programmes.

Improved quality

Challenges:

The main challenges to achieve this objective are: insufficient number of schools and classrooms, the low percentage of qualified (and certified) teachers, the use of different curricula in home and host countries, the lack of recognition of diplomas, insufficient teaching and learning materials, lack of catch-up classes as well as insufficient means for teacher compensation. According to the S&I report 2008, only 68% of the teachers are qualified or trained (minimum required is 10 days training), covering both primary and secondary education. In addition, UNHCR's own professional capacity is very limited (no Education Officer posts, relying on Community Service Officers or other staff and short-term NRC secondments) to regularly assess and monitor programme implementation in view of quality education.

Proposed solutions:

To achieve the objective of **improved quality**, the strategy will focus on

- Organizing field missions to priority countries, conducting needs assessments and programme evaluations;
- Monitoring regularly programme and budget implementation together with Field Offices and Bureaus;
- Maintaining, strengthening and developing operational and strategic partnerships with a focus on field level support;
- Building and strengthening UNHCR's professional capacity through staff training, increased secondment of education professionals and creation of regional education posts;
- Providing technical support to country operations with education programmes and disseminating guidelines, tools and minimum standards for education;
- Conduct a study on education in urban settings and incorporate recommendations into the implementation of the strategy;
- Conducting an inter-agency evaluation of UNHCR's education programmes in 2010 and dissemination of good practices and lessons learned.

Enhanced protection

Challenges:

Education can provide physical, psychosocial, and cognitive protection, especially for children. However, the main challenges to achieve the objective of enhanced protection *inter alia* include: cultural practices such as early marriages; insufficient safe learning environments in camp and urban settings e.g. abuse by teachers and fellow students; large numbers of out of school adolescents with high protection risks; insufficient vocational and skills training programmes; lack of livelihoods; limited opportunities for further education; restrictive national policies; as well as weak monitoring and response capacities.

Proposed solutions:

To achieve the objective of **enhanced protection**, the strategy will focus on

- Establishing and expanding safe learning environments in priority countries, with a particular focus on girls attendance (see Annex F: *Safe Learning Environments Initiative*);
- Strengthening linkages with UNHCR livelihood and child protection programmes to increase household incomes and prevent SGBV;
- Promoting education as a protection tool and increasing protection interventions in all phases of displacement from the outset of an emergency, in urban and protracted settings and during return and reintegration;
- Strengthening community participation and mobilization through the establishment and training of education committees;
- Increasing UNHCR's monitoring and response capacity through increased staff training, staff secondments and consultancy support.

Priority Action Plan 2009

In order to prepare grounds for the 2010-2012 Education Strategy, a *Priority Action Plan* has been developed for 2009 to address immediate challenges in 11 priority countries, which were selected through consultations with the regional Bureaus. These countries will receive targeted support for a meaningful impact and in the process will benefit from improved tools to monitor the quality of programme implementation. Planned interventions include:

Direct support:

- Selecting priority countries and developing "road maps";
- Ensure participation in the AGDM Participatory assessment;
- Facilitating resource mobilization by developing "fundraising packages" for priority countries, utilizing the "ninemillion.org campaign" and particularly targeting youth and girls;
- Providing technical support by conducting field missions to priority countries and disseminating education tools and Guidelines.

Monitoring:

- Monitoring S&I and improving results and budget implementation;
- Undertaking regular review meetings with Bureaus, addressing gaps and preparing for 2010;
- Preparing for evaluation of education sector in 2010.

Capacity building:

- Providing human resources, e.g. secondment and consultancies to requesting countries;
- Providing trainings on Safe Learning Environments and the DAFI Programme.

Partnerships:

- Identifying in collaboration with UNESCO priority operations and providing technical support on certification issues and distance learning programmes;
- Identifying in collaboration with UNICEF priority operations and providing support in assessment, teacher's recruitment and training, as well as teaching & learning materials;
- Undertaking in collaboration with IRC trainings on Safe Learning Environments;
- Planning and implementing youth programmes with NRC;
- Establishing collaboration with universities⁵.

Advocacy:

- Maintaining ongoing partnership with INEE;
- Identifying events/ reports for visibility of refugee education, e.g. collaboration with the Special Rapporteur on the Right to Education.

Expected impact

The implementation of the Education Strategy at the level of operations will have an immediate impact on refugees and other people of concern to UNHCR. It also seeks to achieve a lasting change in UNHCR's perception of education as equally important as other life-saving services by mainstreaming primary education into existing programmes. It is also hoped to increase funding, improve support mechanisms and service delivery and create additional education opportunities beyond the present situation. Therefore, the focus will be on achieving universal primary education and creating increased opportunities for secondary education, vocational and skills training, as well as non-formal education, including literacy and adult education. With its increased focus on girls' education the contribution of UNHCR will be designed to address gender parity, champion gender mainstreaming and help to move beyond gender parity to gender equality. This is more about empowerment through education than just parity of numbers for girls and boys enrolled in school. The strategy will also look for avenues and means to increase the number of scholarships for tertiary education. The strategy will be reviewed on an annual basis to address the changing needs in the field and to adapt to changes in the internal and external environment. This flexible approach seeks to support measurable improvements in UNHCR's education programmes and bring about permanent organizational change. Successful implementation of UNHCR's education strategy is expected to

- Safeguard the right to education for children of concern in all phases of operations and result in increased access and enrolment rates by 2012 (primary: 79% in camps, 70 % in urban areas; secondary: 40% in camps, 43% in urban areas);
- Improve the quality and safety of learning environments and result in increased attendance and reduced drop-out rates, especially for girls;
- Reduce protection risks faced by adolescents through strengthening access to post-primary and non-formal education;
- Reinforce partnerships, increase funding and increase the number of projects that address existing education gaps and challenges.

⁵ University of Gothenburg, (Sweden), New York (USA) and Neuchatel (Switzerland)

Guidelines and tools

Guidelines, planning and monitoring tools used by UNHCR and partners to implement education programmes are:

- Education Field Guidelines (EFG);
- Safe Learning Environments Guidelines (SLE);
- Standards & Indicators (S&I);
- UNHCR's Results-Based Management (RBM) Software (FOCUS);
- Inter-Agency Network for Education in Emergencies - Minimum Standards (INEE-MS);
- Handbook for the Protection of Women and Girls.

II. Introduction

All people of concern to UNHCR – women, men, boys and girls of all ages and backgrounds -, being either refugees, asylum-seekers, stateless persons, returnees or internally displaced persons assisted and protected by UNHCR have the right to education. Education is a fundamental and universal right and forms an integral part of the organization's goal to provide protection and find durable solutions. More importantly, the provision of educational opportunities by UNHCR is regularly voiced as one of the highest priorities among refugee communities themselves. Despite an overall recognition of the value of education, UNHCR is still faced with major challenges in regard to using education as an effective protection tool in times of crisis and displacement. Without an education, children, including adolescents, are less likely to be healthy, grow strong, be safe or fully participate in their communities. Without an education, communities are less likely to achieve their other development goals.

The educational needs of refugees are immense, ranging from pre-school to primary, post-primary to adult education, including both formal and non-formal learning activities. With sufficient prioritization and support these needs can be addressed through a comprehensive strategy. UNHCR estimates that only 67% of the world's school-aged refugee children are accessing primary and secondary school education (2007 data). From other sources: half of the world's 72 million children out of school live in areas of conflict or reconstruction⁶; over 300 million youth between the ages of 15-24 are living in countries affected by armed conflict⁷ with international acknowledgement that their educational needs are unmet; 12 out of the 25 countries with the lowest adult literacy rates are in a state of conflict or reconstruction⁸.

⁶ Save the Children. 2007. *Last in School, Last in Line: How donors are failing in conflict-affected fragile states*. Access on January 13, 2009 from

http://www.savethechildren.nl/Publicaties/Last_in_Line_Last_in_School_briefing_FINAL.pdf/.

⁷ Women's Commission for Refugee Women and Children. 2005. *Youth speak Out: New voices on the protection and participation of young people affected by armed conflict*. p.5

⁸ Haenemann, U. 2005. *Literacy in conflict situations*. Background paper for Education for All Global Monitoring Report 2006. UNESCO.

Table 1: Problem statement (2008 data)

▪ **Camp situation**

*Primary education*⁹:

- 29% of the camps met the standard of 100% of refugee children enrolled in Grades 1-6.
- 24% almost met the standard (at least 70% of the children enrolled).
- 47% did not meet the standard.

*Secondary education*¹⁰:

Only 6% of the camps with 100% of the refugee children enrolled

▪ **Urban situation**

*Primary education*⁹:

- 32% of the urban areas met the standard of 100% of refugee children enrolled in Grades 1-6.
- 8% almost met the standard (at least 70% of the children enrolled).
- 60% did not meet the standard.

*Secondary education*¹⁰:

26% of the urban areas with 100% of the refugee children enrolled

▪ **Gender parity**¹¹

Disparity between the percentage of girls and boys enrolled in grades 1-6, where the gender parity index (GPI) is 0.83, meaning a disparity in favour of boys.

Disparity between the percentage of girls and boys enrolled in grades 7-12, where the gender parity index (GPI) is 0.77, meaning a disparity in favour of boys.

▪ **Youth**

Global enrolment rate of youth in non-formal education and vocational training (15-24 years old) remain below 10%.

Education as a right

As a UN agency promoting a rights-based approach, education is viewed by UNHCR as a priority from the onset of an acute crisis or emergency through to the durable solution phase, especially for children. A child's right to free education is emphasized within the Declaration as well as the 1966 *International Covenant on Economic and Social Cultural Rights (ICESCR)* and the 1989 *Convention on the Rights of the Child (CRC)*. UNHCR is mandated by the Statute of the 1951 *United Nations Convention Relating to the Status of Refugees* and its 1967 Protocol to assist and protect refugees. The Convention states that hosting states should accord to refugees the same treatment as is accorded to nationals with respect to primary education (Article 22:1) as well as treatment as favourable as possible with respect to education other than elementary. In addition to the CRC and in order to ensure that girls and women have the same access to education as boys and men, UNHCR advocates for the enforcement of Article 10 of the 1979 *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)*.

⁹ Primary education: Data available for 132 camps and 87 urban areas

¹⁰ Secondary education: Data available for 88 camps and 65 urban areas.

¹¹ Ratio of female to male values of a given indicator. A GPI of 1 indicates parity between sexes.

The *African Charter on the Rights and Welfare of the Child* also has a strong emphasis on girls' education. Finally, the 1948 *Universal Declaration of Human Rights* already stated that 'everyone has the right to education.'

But refugees' and other persons of concern' right to education encompasses more than primary schooling as it also includes education opportunities such as pre-primary education, secondary, non formal and vocational education. *The International Covenant on Economic, Social and Cultural Rights* states that, 'secondary education in its different forms includes technical and vocational, and higher education'. The Convention states that 'fundamental education shall be encouraged or intensified as much as possible for those who have not received or completed the whole period of their primary education'.

Education as a protection tool

Education can provide physical, psychosocial, and cognitive protection, especially for children. Over the past 10 years, UNHCR has been articulating protection risks that occur when education is not provided and how this can be mitigated by more protection focused programming. Formal and non-formal educational programmes can serve as a means of addressing issues such as the promotion of gender equality, peace and tolerance, preventative health education on HIV/AIDS and other communicable diseases, SGBV and landmine awareness. Children may become at-risk for exploitation or abuse, especially the worst forms of child labour, if education programmes are not rapidly established and consistently supported. The benefits of education are specifically highlighted for children but equally apply for youth and adults.

While the protective factors associated with education are well documented, significant challenges exist to ensure the consistency of protection within education programmes in terms of creating safe learning environments, involving communities in the education of their children, raising awareness on health issues and providing life-skills education as part of the curricula.

Education as a durable solution

Education prepares individuals for the future. In its most fundamental form, education supports individuals' development and the attainment of their full potential. Basic skills of literacy and numeracy increase the ability of refugees to access services; decrease child mortality; increase the likelihood that parents will send their children to school; enhance an individual's capacity for self-reliance; and leave refugees better prepared for durable solutions. An educated person will be more conscious about his/ her health status; will be less likely to attract HIV/AIDS and other diseases; be more gender sensitive and generally more productive, therefore increasing the chances to find a job, generate income and become self-reliant. Formal education, especially primary and secondary, is vital to supporting the long-term well-being of children. For youth, education provides them the knowledge and skills for employment and also provides a venue for them to develop their individual identity and responsibilities within their community. Non-formal technical and vocational education plays an equally important role in providing a means for refugees to sustain themselves, while in asylum as well as during repatriation and return.

The lack of continuity of education services throughout all stages of displacement, from the emergency phase to the achievement of durable solutions, constitutes a serious obstacle to reach empowerment and to prepare for durable solutions.

Education as an international obligation

Displaced populations and children themselves consistently prioritize quality education and access to higher levels of educational services. UNHCR is strongly committed to the achievement of the United Nations Millennium Development Goals (MDG) and the Education For All (EFA) Strategy, on which its education programmes are based.

Education is increasingly being included in emergency response. UNHCR is looked upon by displaced communities to provide a wide range of educational services and the NGO community is requesting UNHCR to take up a greater coordination role, especially with governments and line ministries. Over the past decade, EFA and the MDGs are also influencing the roles of governments in shaping refugee education¹². This trend is impacting on the provision of education by an increased role and involvement of Education Ministries and other local partners. Partnerships with United Nations sister agencies like UNICEF, UNESCO and WFP, being an active member of the *Inter-Agency Network for Education in Emergencies (INEE)* as well as participation in the Education Cluster of the *Inter-Agency Standing Committee (IASC)*, assists UNHCR in the application of jointly developed strategies, guidelines and monitoring tools.

Education as the basis for sustainable development

Investments in education are investments into the future. The educated of today will be the leaders of tomorrow. In the modern world there is a need to learn skills for life-long learning that starts with the early childhood of a person and continues through primary, secondary and tertiary education if given the chances. Life-long learning does not only refer to formal education systems but includes all forms of learning. In times of ever-changing technology and improved communication the traditional ways of learning in classrooms have been supplemented by e-learning, distance learning, radio and TV learning programmes, etc. The more we learn the better we are prepared to face the challenges of a complex life. This applies to the life of displaced populations as well as for the rest of us. A refugee who goes without education cannot look forward to a more productive and prosperous future. A refugee who is unable to attend school or a vocational training course is more likely to become discouraged and involved in illegitimate or military activities.

A refugee who remains illiterate and inarticulate will be at a serious disadvantage in defending his or her human rights. Education therefore forms the basis for income-generation activities and self-reliance – all necessary ingredients for successful living. As a whole, education is a means to preserve one's identity, create self-esteem, be part of the community and generally hope for a better future.

¹² Refugee education will be used as a standard term throughout the strategy, but includes all people of concern to UNHCR

III. Education in UNHCR

Policy framework

UNHCR supports a wide range of formal and non-formal education programmes from pre-school to primary and post-primary education, including secondary, tertiary, skills and vocational training and literacy classes.

UNHCR's educational programming is shaped by global initiatives such as EFA and the MDGs and active participation in the INEE (Inter-Agency Network for Education in Emergencies) and the IASC Global Education Cluster led by UNICEF and Save the Children (education was included into the IASC Humanitarian Reform).

Internally, UNHCR's education policy is closely linked with the organization's *Global Strategic Priorities (Basic Needs and Essential Services), Five Global Priority Issues for Refugee Children, the High Commissioner's Five Commitments to Refugee Women as well as the Age, Gender and Diversity Mainstreaming (AGDM) Strategy*.

The Education framework is articulated through the present 2007-2009 *Education Strategy, Education Field Guidelines (EFG)*, including 10 policy commitments (see Annex B), *the Guidelines for Safe Schools and Learning Environments* and *UNHCR's Standards and Indicators (S&I)*.

Using these policies, strategies and tools as a basis and guide, the UNHCR Education Strategy 2010-2012 has been developed in close consultation with Bureaus, DER, DIPS, DPSM (formerly DOS) and Field Offices. This Strategy is linked to UNHCR's Standards and Indicators (S&I) and FOCUS¹³ Results Based Management (RBM) to enhance monitoring and improve result-oriented planning and programming.

¹³ FOCUS is UNHCR's Results Based Management (RBM) software that will be globally implemented in 2010. The objective is to enhance the quality, effectiveness and efficacy of UNHCR's programs. FOCUS will seek to achieve measurable results through integrated monitoring of program implementation, budgeting, monitoring and evaluation as well as knowledge management.

Table 2: UNHCR/Education

Basic data:

- Programs in 75/139 countries/offices
- Standards & indicators from 139 camps in 29 countries/108 urban areas in 102 countries (2008)
- 200 implementing partners (local & int.)
- Global education budget 2008: US\$ 80.1 million (AB and SB). 8% of UNHCR total budget
- EXCOM budget 2009: US\$ 31 million
- Comprehensive Needs Assessment: US\$ 146 million needed globally for education

Services

Programme Support

- Review education implementing partners, management & coordination structures
- Develop strategies to enhance partnerships with governments, UN agencies & implementing partners
- Support educational programs in field operations
- Deploy education staff to field operations
- Provide capacity building according to assessed needs
- Priority Country Approach (PCA)

Programme Development

- Organize needs assessments, programme reviews and M&E
- Identify new strategies & approaches: Safe Learning Environments, Community Technology Access
- Participate in IASC Education Cluster & INEE Steering Group and Working Group
- Review special appeals & development of funding proposals
- Manage and develop the DAFI Programme

Monitoring & Evaluation

- Monitor application of Standards & Indicators
- Monitor core education statistics
- Compile & disseminate end of year reports/statistics

Advocacy & Fundraising

- Advocate with donors and governments refugee education
- Participate in relevant education fora and events
- Ninemillion.org campaign

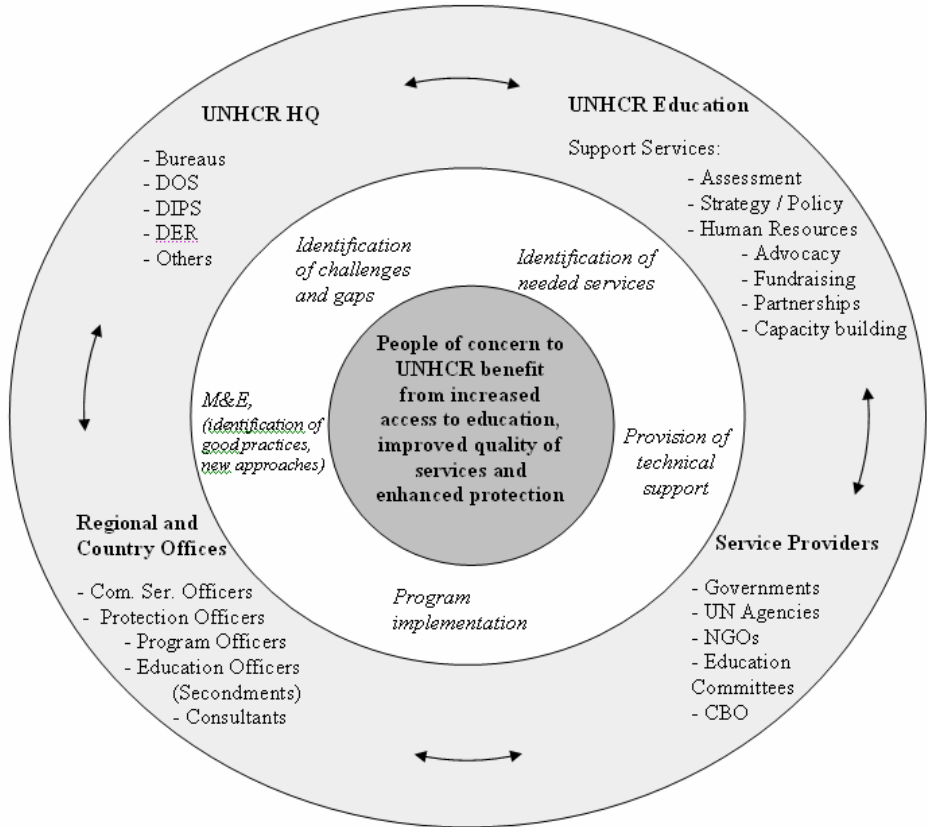
UNHCR’s *Education unit* is responsible for supporting regional and country offices in the implementation of the Strategy. Table 2 provides some basic facts, describes services and highlights education initiatives and programmes coordinated by the Education unit.

Table 3 provides an overview of present UNHCR staffing at headquarters, regional and country level, supported by NRC education staff through a “stand-by” agreement signed in 1991.

| Table 3: Education staff | |
|---------------------------------|--|
| Headquarters: | |
| - | 1 Senior Education Officer (P4) for overall coordination |
| - | 1 DAFI Education Officer (P3) for tertiary education |
| - | 1 JPO (Junior Professional Officer) |
| - | 1 DAFI Education Assistant (G6) |
| Regional/country level: | |
| - | No Education Officer posts |
| - | Community Services Officers are usually education “focal points” |
| Secondments: | |
| - | NRC (“stand-by” agreement, between 6 -12 months per deployment), on average 6 deployments per year |

Table 4 illustrates the steps, support and relevant actors at headquarters and field level involved in education activities.

Table 4: Planning and coordination



Priority countries

In order to strengthen and build UNHCR’s professional capacity in education, a broader and longer-term strategy is needed. In the context of the multi-year **Priority Country Approach (PCA)** (see Annex C) UNHCR has prioritized in 2009 11 country operations (Yemen, Eastern Sudan, Kenya, Malaysia, Bangladesh, Turkey, Eastern Chad, Syria, Jordan, Mauritania and Algeria) for concentrated and comprehensive support. These priority countries/ situations have been selected due to their

- Performance level (in relation to S&I);
- Population of concern size;
- Operational phase;
- Resource capacities;
- Accessibility and security.

PCA will be continued until 2012 but the approach will be reviewed annually. Selected countries are supported through a combination of secondments, pilot projects, programme assessments/ monitoring and fundraising support.

PCA is designed to foster innovation. To facilitate global programme learning, the PCA will sequentially focus on protracted emergencies/ camp settings, urban refugees and durable solutions with acute emergency response being an underlying theme (Table 5). A lesson learned document will be produced and disseminated. A final document will be produced at the end of the PCA to synthesize all the lessons learned to support seamless educational programming.

| Table 5: Thematic Focus of Priority Country Approach (PCA) | | | |
|---|----------------|-------------------|-------------|
| 2009 | 2010 | 2011 | 2012 |
| Protracted Emergencies | | | |
| | Urban refugees | | |
| | | Durable Solutions | |
| Emergency Response | | | |

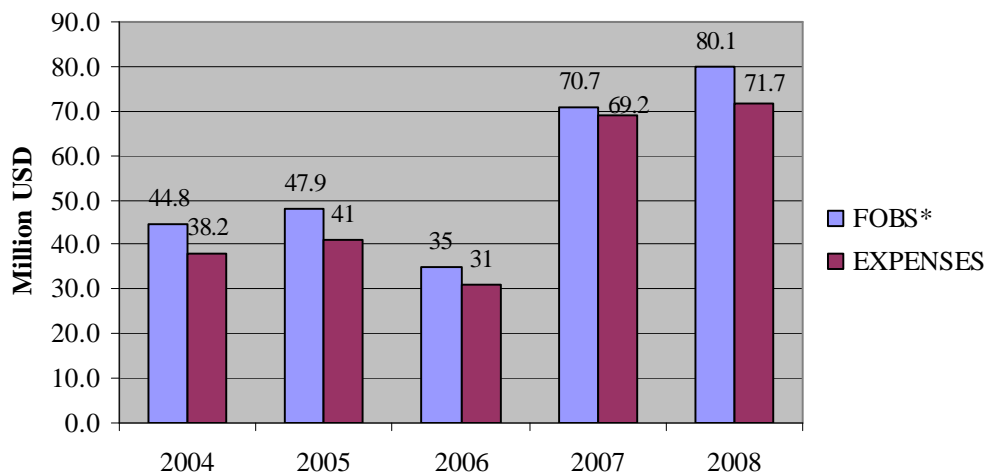
Education budget

UNHCR’s Education Budget for the period 2004-2008 indicates a peak in 2008 with an approved budget (AB) of US\$ 36.8 million and additional funds of US\$ 43.2 million through special appeals and earmarked funding (SB). The global education budget in 2008 represented 8% of the total UNHCR budget (Domestic needs and household supplies 16%, Legal Assistance 14%, Health and nutrition 11%, Shelter and infrastructure 10%, Community Services 5%). In 2009, an EXCOM approved budget of US\$ 31 million from the Annual Budget is available for education activities. According to the Comprehensive Needs Assessment (CNA) for 2010 a total of US\$ 146 million is required to cover all education needs.

The 2010-2012 Strategy therefore tries to address this budgetary gap through a comprehensive fundraising approach in collaboration with Country Offices, Bureaus, DRRM and PSFR.

Table 6 highlights UNHCR’s budget development from 2004-2008 for both Annual Budgets (AB) and Supplementary Budgets (SB).

Table 6. Education budget



* FOBS = Field Office Budget System

IV. Strategy

This multi-year Education Strategy is based on the achievements, lessons learned and challenges in the implementation of the Education Strategy for 2007-2009. It is taking into account the age, gender and diversity mainstreaming strategy and on-going Global Needs Assessment (GNA)¹⁴ as well as new programming tools such as S&I and UNHCR's Results Based Management (RBM) software programme (FOCUS). It focuses on providing strategic directions, appropriate support and effective guidance to address education needs in UNHCR's operations and strengthen the organization's professional capacity in support of education programmes together with its strategic and operational partners.

Long-term vision

UNHCR's long-term vision is to

“Ensure the right to education for people of concern to UNHCR by achieving universal primary education and creating increased opportunities for post-primary education (secondary, vocational training, non-formal, adult education) with special focus on girls and urban and protracted situations.”

The Strategy follows a rights-based approach for all people of concern to UNHCR (refugees, asylum-seekers, stateless persons, internally displaced persons and returnees) aiming at universal primary education in line with the MDGs and EFA. It also emphasizes to increase efforts in post-primary education, underlining the need for more opportunities in secondary education, vocational and skills training and non-formal education including literacy and numeracy. It stresses the need for a special focus on girls' education as both a means of addressing gender disparity and a strategy for leveraging gains in dealing with other disparities. The contribution of UNHCR will be designed to address gender parity and move beyond gender parity to gender equality, champion gender mainstreaming and help country operations in achieving this goal. This is more about empowerment through education than just parity of numbers for girls and boys enrolled in school. The Strategy will also address education in urban settings, including open learning opportunities, and protracted situations with displaced populations living over years in camps and settlements.

Programme Objectives

In order to put the vision into reality, the Strategy will focus on providing UNHCR field operations with immediate support for its people of concern in all phases of displacement e.g. crisis and emergencies, urban and protracted situations and during return and reintegration. It promotes providing education right from the onset of an emergency as a service as important as shelter, water and food.

¹⁴ GNA was launched in 2009 to comprehensively map out the real state of the world's refugees and people of concern under UNHCR's mandate. GNA is piloted in 8 countries out of which 6 had already been involved in UNHCR's Strengthening Protection Capacity Project, using its methodology of identifying and providing a detailed assessment of unmet needs.

It will give particular attention to displaced populations in urban settings as well as those living in camps for many years, whereby the aim in return/reintegration scenarios will be to hand over initial education services to the Ministries of Education and development actors so that they are included in national education planning. Planning has to be started at a very early stage of repatriation in close cooperation with all partners and stakeholders. Simultaneously, the Strategy is trying to strengthen UNHCR's institutional and professional capacity to adequately respond to existing challenges. The three complementary and mutually reinforcing education main objectives for the implementation of the Strategy have been formulated as

- **Increased access and enrolment;**
- **Improved quality;**
- **Enhanced protection.**

Safer learning environments and reduced protection risks, better quality in terms of good learning facilities, lower numbers of students per class, well trained teachers and the regular availability of teaching and learning materials, will, among others, directly lead to higher enrolment and reduced drop-out rates, thus allowing students to complete their education.

The Education Strategy 2010-2012 identifies gaps in UNHCR's current education programmes, describes the challenges and offers solutions based on the above three main objectives.

Increased access and enrolment

Challenges:

Access to learning during times of crisis is a right and vital resource for recovery. However, access to free primary education remains elusive for many children of concern to UNHCR. Reasons for this situation are, among others, general poverty, poor livelihoods and low income and the fact that parents are often unable to cover the costs for school fees, uniforms, books, teacher compensation, transportation fees and sanitary materials. Moreover, children may have to contribute to the family income; girls are charged with household duties, thus preventing them from attending classes; in addition, existing cultural practices and unsafe learning environments expose children to a large number of protection risks.

Other distinct obstacles to access are:

- *Physical access*, which refers to being unable to travel to, enter and use a school or other facility for learning purposes.
- *Discriminatory barriers* to learning, such as exclusion of particular groups, e.g. minorities, disabled, elderly, children with special needs, etc.
- *Language barriers* can be an obstacle to learning if people flee across borders or even move within their own country, as language of instruction may change.
- *Gender-based obstacles* are commonplace and take a variety of forms such as distance to school, practice of early marriages, early pregnancies, lack of sanitary materials, girl-unfriendly infrastructure, preference to send boys to school and high drop out rates among girls.
- *Legal barriers* set by school administrators that require school fees, documentation of past schooling or even birth certificates.
- *Security* that is critically important for access to learning and will at times dictate what type of education can be offered.

The lack of sufficient education activities such as skills and literacy programmes for youth and adolescents may lead them into exploitation, abuse and violence. Alienation can also lead to recruitment into forced labour, armed forces or armed groups and prostitution.

Ensuring the provision of education throughout all phases of UNHCR operations is crucial in achieving the objective of increased access and enrolment. It is still one of the major challenges in emergency education. Globally, in 2007 there were around 2.6 million refugee children at school-age, but only an estimated 67% of children were enrolled in primary and secondary education. This leaves approx. 33% (around 900,000 children) out of school.

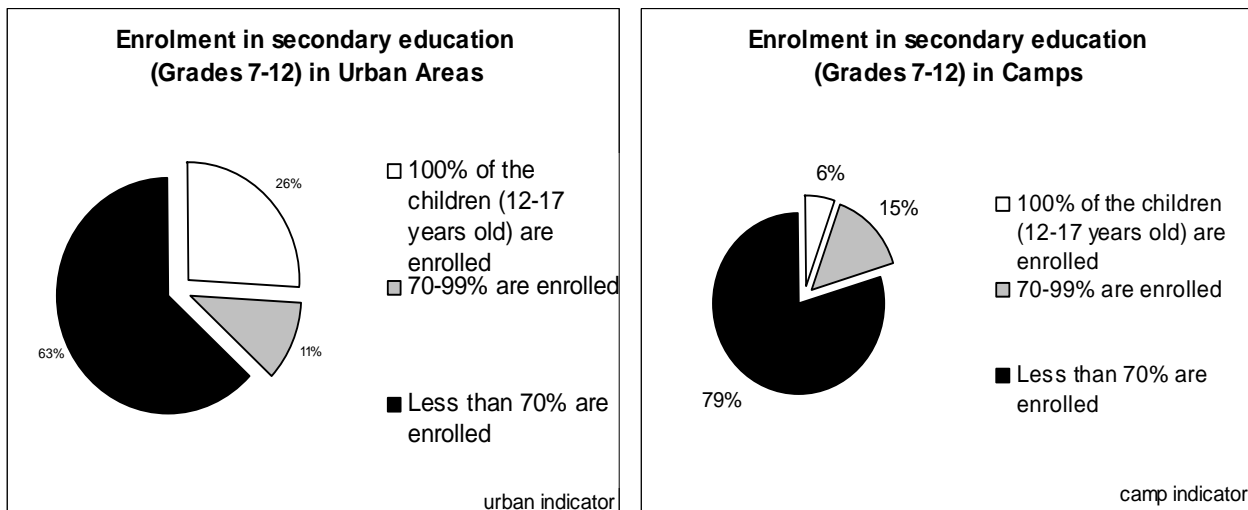
More specifically, in 2008, 29% of the camps met the standard of 100% of refugee children enrolled in Grades 1-6 and 24% almost met the standard (at least 70% of the children enrolled). 47% did not meet the standard. In urban setting, 32% of the urban areas met the standard of 100% of refugee children enrolled in primary school, 8% almost met the standard (at least 70% of the children enrolled). 60% did not meet the standard¹⁵.

With regard to secondary education, only in 6% of the camps 100% of the children were enrolled in secondary schools. In urban settings, the rate was 26%¹⁶.

Reported data indicates that there is a disparity between the percentage of girls and boys enrolled in grades 1-6, where the gender parity index (GPI) is 0.83, meaning a disparity in favour of boys¹⁷. In secondary schools the GPI Index is 0.77. However, the drop-out rate, particularly for girls, increases by grade, a fact which is not reflected in the S&I.

Global enrolment rate of youth in non-formal education and vocational training (15-24 years old) remains below 10%.

Table 7: Secondary education enrolment in camp & urban settings (2008)¹⁶



¹⁵ Primary education: Data available for 132 camps and 87 urban areas.

¹⁶ Secondary education: Data available for 88 camps and 65 urban areas.

¹⁷ Ratio of female to male values of a given indicator. A GPI of 1 indicates parity between sexes.

In regard to tertiary education the main challenge for UNHCR is to overcome donor reluctance in funding scholarship programmes. In humanitarian work it is not a priority for donors and globally only few agencies are focusing on tertiary education. However, UNHCR's Albert-Einstein Academic Refugee Initiative (DAFI), funded by the German Government, has proven to be a very successful support programme over the years and there is a need to expand the scope of scholarships and the number of beneficiaries through the future establishment of similar programmes. The general lack of Open and Distance Learning (ODL) opportunities for out-of-school youth and adults needs to be addressed through a comprehensive strategy and the design of relevant programmes.

Proposed solutions:

To achieve the objective of increased access and enrolment, the Strategy will focus on primary education and increased opportunities for post primary education including secondary, non-formal activities and scholarship programmes, with a special emphasis on girls and youth, male and female. UNHCR is aiming at achieving *universal primary education* for all children of concern to UNHCR in line with MDG goals 2 and 3¹⁸, increasing access and enrolment for secondary schools with special emphasis on girl's education. UNHCR is willing to reduce the high drop-out rates of girls in primary and secondary education and keep girls in schools beyond the completion of primary and lower secondary. With regard to out-of-school youth and adolescents, efforts will be put to support them and provide learning opportunities for skills and vocational training as well as non-formal activities including literacy courses and recreational activities.

Primary and post-primary education

- Continuing and expanding the DAFI scholarship programme by increasing the number of male and female beneficiaries;
- Exploring opportunities of other scholarship programmes beyond DAFI;
- Establishing opportunities for distance learning programmes for out-of-school youth and adults – women and men;
- Continuing and expanding the *Computer Technology Access (CTA)* programme (Annex F);
- Expanding the operational partnership with NRC through their *Youth Training Pack* programme (Annex F) in order to address the specific needs of out-of-school youth.

Non-formal education

- Developing “catch-up” classes and accelerated learning opportunities;
- Developing literacy courses and creating Youth Centres with skills training and recreational activities;
- Participating in the establishment of a *UNHCR Youth Taskforce* to create a holistic youth programming approach including HIV/AIDS prevention, protection, sports, life skills education and livelihood development.

¹⁸ Goal 2 of MDG on UPE: “ensure that all boys and girls complete a full course of primary schooling”
Goal 3 of MDG: “eliminate gender disparity in primary and secondary education” (primary from Grade 1 – 6)

Programme support

- Developing “fundraising packages” to increase education funding, with emphasis on girls’ and youth education;
- Providing increased technical support to priority countries with large refugee caseloads in urban and protracted situations;
- Building and strengthening UNHCR’ and partners’ capacity to improve the implementation of education programmes through field missions, staff secondments and exchanges as well as targeted trainings;
- Disseminating good practices and lessons learned to other operations that will help to strengthen participatory assessment, planning and programming, implementation, monitoring and evaluation;
- Increasing the quality of reporting on children with disabilities and groups with special needs and designing appropriate programmes to provide them with education opportunities.

Improved quality

Challenges:

Quality is at the heart of education and what takes place in classrooms and other learning environments is fundamentally important to the future well-being of children, including adolescents, youth and adults. A quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living. Examples of quality issues that need to be addressed at the school level are:

- Safe learning environments (location, design, construction and maintenance but also well-being of children);
- Infrastructure and main facilities (water, sanitation, energy, play grounds);
- Links between schools and their communities (school boards, parent-teacher associations, etc.);
- Training of teachers (child-centred pedagogy, reflective practitioner, gender sensitivity, Code of Conduct);
- Caring for children’s basic needs (school meals, health checks);
- Emphasis on learning through play and sport for younger children (joyful learning);
- Focus on self-confidence, negotiating skills and coping behaviours (life skills);
- Availability of learning resources and teaching aids (stimulating classrooms, gender sensitive learning and teaching materials);
- Support for child participation (the school as a democratic institution);
- Appropriate knowledge, skills, attitude and behaviours (curriculum relevance);
- Recognition of previous education and certificates.

UNHCR has established standards to measure programme quality such as

- Number of students per teacher (40:1);
- Percentage of qualified or trained teachers;
- Extent to which refugee/returnee qualifications are recognized.

The standard of 40 students per teacher was not achieved globally although some countries reported meeting the standard, with a global broad range from 12 students per teacher to 100. The quality of the available data supports the need for improved data collection and increased monitoring.

According to the S&I report 2008, only 68% of the teachers are qualified or trained (minimum requirement of 10 days training), covering both primary and secondary education. In addition, UNHCR's own professional capacity is very limited (no Education Officer posts in the field, relying on Community Services Officers or other staff and short-term secondments) to regularly assess and monitor programme implementation in view of quality education.

Proposed solutions:

To achieve the objective of improved quality, the Strategy will focus on capacity building, monitoring and evaluation, the development and application of tools and partnerships.

Capacity building:

- Increasing technical assistance to field operations in order to adequately respond to identified gaps;
- Supporting country programmes by organizing field missions, conducting needs assessments and providing advice on programme implementation;
- Strengthening UNHCR's own professional capacity through regular staff training at regional and country level;
- Identifying training needs and developing training contents;
- Increasing secondments of education professionals by NRC and other organizations;
- Conducting an inter-agency evaluation of UNHCR's education programmes in collaboration with Policy Development and Evaluation Services (PDES) with the aim of improving the quality of services.

Monitoring and evaluation:

- Increasing the technical capacity of UNHCR and implementing partner staff to monitor programme implementation rate, budgets and indicators through targeted support (missions, guidelines, training);
- Identifying support needs jointly with Bureaus and Field Offices and developing adequate support strategies;
- Organizing a regular dialogue with the Senior Regional Community Services Officers (CSO) to further assist in the formulation of responding to assessed needs at the regional level.

Tools and guidelines:

- Disseminating existing and new/revised guidelines, tools and minimum standards as well as lessons learned and good practices; in particular;
- Revising and disseminating the *Education Field Guidelines (EFG)*;
- Conduct study and develop recommendations on *education in urban settings*, including open and distance learning programmes;
- Participating in the revision of the *INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction* and supporting their integration into SPHERE¹⁹;
- Participating in the development of the *Needs Assessment Toolkit for Education in Emergencies* in the IASC Education Cluster.

¹⁹ Sphere Humanitarian Charter and Minimum Standards in Disaster Response aims to improve the quality of assistance provided to people affected by disasters, and to enhance the accountability of the humanitarian system in disaster response

Partnerships

at local level:

- Improving coordination and cooperation with relevant education ministries and local education officials;
- Expanding cooperation on safe learning environments with IRC;
- Staff secondment and youth training with NRC;
- Establishing and strengthening education committees through enhanced community mobilization and targeted trainings in school management, monitoring and organization of extra-curricular activities;
- Identifying new implementing partners in education with specialized expertise, for example in teacher training, skills and vocational training, adult education, community development, etc.

at global level:

- Reviewing and revising cooperation agreements with UN sister agencies, in particular with UNICEF, UNESCO and WFP on primary and post-primary education as well as school feeding programmes;
- Strengthening partnerships with the private sector such as ninemillion.org campaign;
- Identifying new partners in the private and public sector and the academia with specialized expertise;
- Mobilizing resources for education from traditional donors and the private sector;
- Actively participating in the INEE and disseminating tools developed by this network.

Regular in-house meetings between Bureaus, DER, DIPS and DPSM are expected to address a broad range of organizational and technical issues. Some of the issues identified will be specific to UNHCR, such as the selection and review of implementing partners and guidelines for cooperating with governments. Other issues will likely require specific educational expertise and external support such as teacher training, development of education committees or the design of youth and skills programmes. UNHCR will not seek to develop programme expertise in each of these areas but promote partnerships with individuals or organizations that can provide the needed expertise.

UNHCR also seeks to improve the organization's responsiveness to education in emergencies. Education officers may be deployed to each new major emergency where and when possible through the NRC stand-by agreement. Reviews of Special Appeals will ensure the inclusion and quality implementation of education from the outset of an emergency. UNHCR will also seek new partnerships and explore the possibility of education staff secondments from agencies other than NRC.

Enhanced protection

Challenges:

A major factor in preventing children from going to school, or leading to high drop-out rates, especially for girls, is the lack of safe learning environments. This remains a major protection challenge to UNHCR. If education is to be an effective component of the protection strategy for children, including adolescents, learning environments have to be secure enough to provide such protection. Contrary to expectation, schools are not always safe places for children. Assessments have revealed situations where the cycle of violence continues even in the school environment. Violence and abuse can be perpetrated by both students and teachers and can take various forms, such as child labour, corporal punishment, peer-to-peer intimidation, sexual and economic

exploitation and abuse. A concentration of traumatized children and children associated with armed forces or armed groups also result in major pedagogical, disciplinary and protection challenges. Schools can become direct targets of armed forces and groups, e.g. for recruitment purposes or to prevent girls to attend classes. In addition, overcrowded classrooms, inadequate supervision, the lack of essential amenities, such as secured latrines, fencing and gates, as well as poor school management and monitoring capacity are contributing factors.

In regard to education as a protection tool, communities need to be mobilized and prepared to take an active role in the education of their children. Education Committees were present within all programmes but the challenge is to maximize community participation for protection purposes. Members must be trained on their tasks and responsibilities as the existence of a committee alone is not sufficient. Teachers need to be sensitized and trained in identifying, reporting and responding to any signs of abuse, violence, exploitation and neglect. More female teachers need to be recruited in view of gender balance. A referral system has to be established to address above cases by professionals.

Other challenges to achieve the objective of enhanced protection include, among others:

- Cultural practices, such as early and forced marriages, resulting in early pregnancies and sex abuse;
- Large numbers of out of school adolescents with high protection risks;
- Insufficient vocational and skills training programmes;
- Lack of income-generation and livelihood opportunities;
- Limited opportunities for further and continued education;
- Restrictive national policies;
- Weak monitoring and response capacities.

Many refugees and other persons of concern face restrictions on their right to work and engage in educational activities geared towards self-reliance. Such restrictions increase the risk of exploitation and human rights violations and limit a person's right to live in dignity. Other obstacles to achieving self-reliance may be the loss of productive and financial assets, language barriers, discrimination, non-recognition of foreign diplomas, loss of professional and educational documentation, property restrictions, administrative barriers, as well as limited access to financial support for small-scale enterprise and business development.

Proposed solutions:

The Strategy promotes education as a protection tool and will increase protection interventions in all phases of displacement from the outset of an emergency, in urban and protracted settings and during return and reintegration. Special focus will be given to urban and protracted situations. In order to achieve the objective of enhanced protection, the Strategy will focus on girls' and youth education, community mobilization and programme support.

Girls' and youth education

- Establishing and expanding safe learning environments in priority countries, with particular focus on girls' attendance;
- Mainstreaming of *Safe Learning Environments (SLE)* and its associated guidelines and training programmes;
- Launching and disseminating of an SLE "*e-learning package*" and assist in impact assessment;
- Identifying (new) partners to implement the SLE programme at the global level.

Community mobilization

- Increasing community participation and mobilization in the form of education committees, school management committees (SMC), parents-Teacher Associations (PTA), etc.
- Strengthening school management, supervision and monitoring through targeted trainings;
- Organizing extra-curricular activities such as sports and cultural events and competitions;
- Strengthening self-help capacities.

Programme support

- Improving UNHCR's own education monitoring and response capacity through increased staff training on protection issues;
- Increasing the number of staff secondments from partner organizations to field operations;
- Providing consultancy/external support for specific educational requirements;
- Organizing field-to-field support, staff exchange and information flow;
- Strengthening the linkages between education, income-generating and livelihood activities as well as SGBV, HIV/AIDS prevention and child protection activities;
- Developing fundraising materials in collaboration with Field Offices and DRRM/PSFR.

Cross-cutting issues

There are a number of cross-cutting issues that need to be addressed when planning and implementing education activities, such as

Participative needs assessments:

Participative needs assessments by using the AGDM methodology are the basis for project and programme planning and implementation. Education as a technical sector activity requires the cooperation and attention of all UNHCR staff, including Protection Officers, Programme Officers and Community Services Officers. In order to provide quality services, it is important that education is looked after by multi-functional teams as propagated by the AGDM strategy.

Community participation:

Active participation of communities is one of the major driving forces for development. In education, it is of utmost importance to mobilize parents and communities and organize them into education committees, parents-teacher associations, school or village management committees or whatever the final form of their representation in education will be. Tasks of education committees will include assisting heads of schools and teachers in school management, monitoring learning progress of their children, organizing extra-curricular activities and helping in the establishment and maintenance of order and a safe learning environment.

Gender sensitivity:

Gender discrimination, as well as the consequences of sexual exploitation, such as teenage pregnancies and higher health risks, still deprives many girls of access to education not only in refugee camps and settlements, but also in urban, returnee and IDP contexts. There is thus a need for more gender-sensitive approaches in education to avoid perpetuating discrimination and gender inequalities. In this context, the monitoring of disaggregated data is important. Health education, hygiene promotion, HIV/AIDS awareness are some of the subjects to be taught.

Persons with specific needs:

Similarly, it is important that persons of concern to UNHCR with specific needs have access to appropriate support. Services provided to those with specific needs are often in short supply, including services for women, single-parent families, older persons and persons with disabilities, as well as households headed by children or grandparents. These groups face a variety of challenges in accessing education, from the lack of teachers with appropriate training to respond effectively to their specific learning needs to the lack of appropriate and adaptable materials and infrastructure to discriminatory attitudes for cultural and social reasons. Monitoring issues, with regard to presence and participation of children with disabilities are described in the INEE pocket guide to inclusive education that will be disseminated.

Groups-at-risk:

There are other groups-at-risk such as teenage mothers, children formerly associated with armed forces or armed groups, orphans, unaccompanied and separated children as a result of conflict or AIDS, traumatized children and other groups for who adequate educational responses may become necessary.

Sport and physical education:

Sport and physical education is an essential tool to improve gender equity, promote peace among different ethnicities, strengthen individual and community relationships, and prevent violence. Sporting events allow social interaction among people and bridge the gap between nationalities, race, cultures and religions. Physical activity also improves health, mental well-being and reduces the likelihood of diseases. Sport provides a positive impact for individuals as well as the community as a whole. Especially for girls, sport is an opportunity to gain respect and increase self-esteem and leadership skills. UNHCR therefore seeks to expand existing sport and physical education programs, ensure inclusion and access of all to these activities, provide the necessary training, equipment and facilities, and strengthen the capacity at field level to implement sport and physical education as well as other play activities.

In conclusion, the Strategy will address those cross-cutting issues and mainstream them into planned education programmes. It will have a stronger focus on girls and also women as important and, when supported adequately, successful agents of development. It urges the inclusion of groups-at-risk into all education activities and will provide support in designing and setting up extra-curricular activities at the community level such as sports, drama, dance, and other cultural activities. Health issues like HIV/AIDS prevention, sexual reproductive health, but also peace building, conflict prevention and resolution, mine awareness and other cross-cutting issues of direct concern to displaced communities will be increasingly integrated into formal and non-formal education activities.

UNHCR will therefore continue to emphasize in its programming the relationship of education to health, nutrition, water and environmental sanitation, HIV and AIDS, child protection and livelihood development, and identify cooperation opportunities and establish operational linkages between those sectors.

Strategic objectives

Capacity building

To build and strengthen UNHCR's own institutional capacity in education, the Education unit will promote staff development by linking up with existing and planned human resources and career planning programmes²⁰ to provide increased training for UNHCR field staff and implementing partners dealing with education. Secondments of education professionals from outside the organization and consultancy support for specialized thematic issues will complement the existing capacity. Close collaboration and increased support for Community Services, Protection and Programme Officers in priority operations will further assist in improving the quality of service delivery. Monitoring of regular application of existing Education Field Guidelines (EFG) and monitoring tools (Education S&I/ FOCUS) and building and strengthening capacity through education workshops, targeted trainings and joint assessment missions will be a major focus of the Strategy. In this context, it is important that next to UNHCR and implementing partners, collaborating agencies and government officials are part of such capacity building activities to share their valuable expertise in education. Validation of previous education and recognition of diploma and certificates are also very important issues.

Partnerships

The need for quality services is beyond UNHCR's existing capacity. To address this gap, UNHCR seeks to strengthen its education programmes by expanding existing relationships with governments, UN agencies, local and international NGOs, as well as refugee communities. Specifically, UNHCR aims at strengthening cooperation with Ministries of Education and local education officials in host countries and countries of origin for the governments to increasingly take over responsibilities. Following repatriation and return, the provision of education services is the primary responsibility of the government. UNHCR will, however, assist the Ministries of Education in building their capacity and in view of reintegrating returning students and teachers in the local education system.

In regard to the UN community, the existing MOU with UNICEF will be activated and cooperation expanded with a continued focus on primary education, teacher training and the development and distribution of teaching and learning materials; the MOU with UNESCO will be reviewed and cooperation strengthened in post-primary education with a stronger focus on teacher training, life-skills development and certification issues.

These partnerships will be further reinforced through joint efforts in view of addressing thematic issues of concern to all three organizations and at least one joint assessment mission each year. WFP supports UNHCR with school-feeding programmes, a successful cooperation that both partners intend to continue and possibly expand.

Within the existing education stand-by agreement with NRC, UNHCR will address the issue of increasing the number of Education Officer secondments and initiate a new cooperation in the context of NRC's "*Youth Training Pack*" (see Annex F) to address issues related to youth and adolescents. UNHCR will also expand with IRC the "*Safe Learning Environments*" (SLE) initiative (see Annex F). Further, the organization will explore field-to-field technical/ professional exchanges

²⁰ See UNHCR/DHRM "Learning for Career Planning" Strategy, April 2009

and identify new partners in technical areas such as teacher training, skills training and vocational education, youth programmes or adult education, including literacy and open and distance learning. UNHCR will also continue to work closely with the IASC Education Cluster and INEE.

Advocacy, visibility and fundraising

In view of the above, UNHCR will focus on external advocacy, internal visibility and fundraising with the *Private Sector Fundraising Section (PSFR)*. The Education unit will assist the field in the improvement of proposal writing and the development of fundraising packages to facilitate resource mobilization. This package will be reviewed regularly and updated with identified opportunities and strategic inputs. In terms of advocacy, and next to the continued participation in the IASC Education Cluster and INEE, UNHCR will support the development and dissemination of the Special Rapporteur on the Right to Education's 2010 Annual Report on "*Education for Refugees, Asylum-Seekers and Migrant Populations*".

Themes that reflect educational issues such as girls and youth education, skills and vocational training, and other areas of concern for UNHCR where joint advocacy activities are needed may also be raised at the Annual NGO Consultations and may be publicised on the UNHCR Education webpage and education brochures. These themes will also be reflected within the DAFI Annual Report. Internal visibility will be increased through the development of education stories for UNHCR's intranet.

A comprehensive fundraising approach in collaboration with DRRM and PSFR will maximize visibility initiatives to highlight existing donor contributions and identify new sources of support from the academia and the private sector. The Priority Country "fundraising packages" will be a driving component of the different UNHCR annual fundraising campaigns, including those for special initiatives.

V. Priority Action Plan 2009

In preparation of the implementation of the Education Strategy 2010-2012 and based on the previous Education Strategy, a *Priority Action Plan* has been developed to address present challenges and support needs:

Direct support

- Selecting priority countries and developing “road maps”;
- Facilitating resource mobilization by developing “fundraising packages” for priority countries, utilizing the “ninemillion.org” campaign and particularly targeting youth and girls;
- Providing technical support by conducting field missions to priority countries and disseminating education tools and Guidelines;
- Organizing needs assessments in priority countries having NRC secondments.

Monitoring

- Monitoring and improving S&I and budget implementation;
- Undertaking regular review meetings with bureaus, addressing gaps and preparing for 2010;
- Preparing for evaluation of education sector in 2010.

Capacity building

- Providing human resources, e.g. secondment and consultancies to requesting countries;
- Providing trainings on Safe Learning Environments and the DAFI Programme.

Partnerships

- Identifying in collaboration with UNESCO priority operations and providing technical support on certification issues and distance learning programmes;
- Identifying in collaboration with UNICEF priority operations and providing support in assessment, teachers recruitment and training and provision of materials;
- Undertaking in collaboration with IRC trainings on Safe Learning Environments;
- Discussing with NRC the development of youth programmes;
- Establishing collaboration with Universities: for research-Gothenburg; evaluation-New York.

Advocacy

- Maintaining ongoing partnership with INEE;
- Identifying events/ reports for visibility of refugee education, e.g. collaboration with the Special Rapporteur on the Right to Education.

VI. Plan of Action 2010- 2012

Based on the 3 main objectives, an *Action Plan* for the implementation of the Strategy has been developed, including *major impact indicators*, *expected outcomes* and a *list of activities* to achieve the objectives for the three-year period 2010-2012.

Objective 1: Increased access and enrolment

Targets:

- In 132 camps the percentage of refugee children aged 6-11 not enrolled in primary schools is reduced from 31% to 21%, with special attention to gender parity.
- In 92 camps the percentage of refugee children aged 7-12 not enrolled in secondary schools is reduced from 69% to 60%, with special attention to gender parity in the priority countries.
- In 87 urban areas, the percentage of refugee children aged 6-11 not enrolled in primary schools is reduced from 37% to 32%, with special attention to gender parity, in the priority countries.
- In 66 urban areas, the percentage of refugee children aged 12 – 17 not enrolled in secondary schools is reduced from 62% to 58%, with special attention to gender parity in the priority countries.
- Non-formal education enrolment for refugee youth and adolescents aged 15-24 has been increased to 20%, with special attention to gender parity in priority countries.
- Scholarship programmes for higher institutions of learning have been increased to 2000 per year.

Outcomes:

- Persons of concern to UNHCR have increased access to primary & secondary education, scholarships & open & distance learning programmes in camps/ settlements & urban areas.
- Out-of-school children, youth & adults are increasingly enrolled in non-formal education, with special attention to skills training & literacy in camps/ settlements & urban areas.
- Field operations have received technical and financial support & assessed needs are addressed, existing programmes expanded & new initiatives piloted.
- Education standards & indicators are closely monitored & reported, good practices and lessons learned documented & shared.
- Country education strategies have been developed for all priority countries.

Activities:

- Provide regular technical advice & undertake technical missions to field operations.
- Support the development of education strategies at country level based on needs assessments.
- Develop fundraising packages for priority countries together with DRRM/PSFR & submit funding proposals to donors.
- Ensure educational programming is properly included in Special Appeals.
- Identify new partnerships for scholarship programmes beyond DAFI and support on-going programmes with new annual intake for tertiary education.
- Identify opportunities for open & distance learning (ODL) & initiate pilot activities in priority countries.
- Support application of the Computer Technology Access (CTA) programme to primary and secondary school education in priority countries.
- Develop additional education programmes to increase girls' enrolment in primary and secondary schools.
- Develop additional non-formal programmes in skills & vocational training & literacy for youth & adolescents.
- Establish partnership with NRC on Youth Pack programme & pilot projects for out-of-school youth.
- Expand ninemillion.org projects in support of post-primary, technology & sport education targeting girls & out-of-school youth.
- Participate in a multi-sector Youth Task Force at UNHCR HQ to develop & reinforce youth programmes.
- Revise Education Field Guidelines & disseminate to all operations and partners.

Action:

- Partners/Ed. Unit
- Bureaus/CO/Ed. Unit

- DER/Ed. Unit

- DER/Ed. Unit
- DER/Ed. Unit

- DER/Ed. Unit

- Bureaus/CO
Ed. Unit/DER/DPSM
- Bureaus/CO
Ed. Unit/DIPS
- Bureaus/CO
Ed. Unit/DPSM
- NRC/Ed. Unit
Bureaus
- DER/CO
Bureaus/Ed. Unit
- Bureaus/DIPS
Ed. Unit
- CO/DOS

Objective 2: Improved quality

Targets:

- The students to teacher ratio have achieved the 40:1 standard ratio in primary and secondary schools in priority countries.
- Percentage of qualified teachers has been increased from 65% to 80% in priority countries.

Outcomes:

- The quality of UNHCR's education programmes has been improved through reduced numbers of students per teacher & regular quality teacher training & upgrading.
- Returning teachers have been absorbed into the education system through recognition of their certificates/ diplomas by their respective governments.
- UNHCR & partner staff have received training on Education Guidelines, S&I, SLE & thematic issues.
- UNHCR has mobilized additional funding for new programmes in support of non-formal education with focus on youth & girls, skills training & livelihood development.
- Monitoring, evaluation & reporting have been improved.
- Advocacy & visibility of UNHCR's education programme has led to increased awareness & cooperation.

Activities:

- Organize regular & systematic budget & implementation reviews of education programmes with Priority Country Offices & Bureaus.
- Identify education gaps with Country Offices & Bureaus & identify and prioritize needed support services.
- Conduct a study on education in selected urban settings.
- Document & disseminate Good Practices based on "Lessons Learned" from Priority Countries.
- Conduct regional country trainings to build staff capacity & include S&I in education, results-based management, accountability & thematic issues.
- Support the development and dissemination of common tools and guidelines such as the INEE Minimum Standards and development of an Assessment Tool with the IASC Education Cluster.
- Increase the number of external secondments/consultants that can be rapidly deployed to assist country operations.
- Focus on urban refugee education in 3-4 Priority Countries per year.
- Focus on durable solutions (return/reintegration & local integration) in 3-4 Priority Countries.
- Review & activate existing agreements with UNESCO and UNICEF.
- Expand cooperation with NRC (secondments, Youth Pack) & IRC (SLE) to other countries.
- Conduct inter-agency field missions in view of quality improvement through operational partnerships.
- Support the application of UNHCR monitoring tools & produce annual monitoring reports based on S&I & FOCUS.
- Update bi-annually the UNHCR education webpage & brochures.
- Organize education sessions at the Annual UNHCR NGO Consultations.
- Support the Special Rapporteur on the Right to Education to develop and disseminate a thematic study on education for refugees.
- Develop the DAFI Alumni Network to support local and global advocacy.
- Prepare global education evaluation together with PDES & incorporate recommendations into education policies & strategies.

Action:

- Bureaus/CO/Ed. Unit
- Bureaus/CO/Ed. Unit
- CO/Ed. Unit
- CO/Ed. Unit
- Bureaus/CO/Ed. Unit
- INEE/IASC/Ed. Unit
- Bureaus/Ed. Unit
- Bureaus/CO/Ed. Unit
- Bureaus/CO/Ed. Unit/ DPSM
- UNICEF/UNESCO/ Ed. Unit
- NRC/IRC/Ed. Unit
- Partners/Ed. Unit
- Bureaus/CO/Ed. Unit/DPSM
- Ed. Unit
- Ed. Unit
- Ed. Unit
- Ed. Unit/DAFI
- PDES/Ed. Unit

Objective 3: Enhanced protection

Targets:

- Safe learning environment measures have been established in priority countries.
- Standard percentage of education committees in priority countries is achieved.
- Percentage of qualified teachers with gender parity has been increased from 65% to 80% in priority countries.
- Number of out-of-school children, groups-at-risk & persons with special needs enrolled into education related activities has been increased in priority countries.

Outcomes:

- Schools in camps/ settlements have reduced protection risks by establishing safe learning environments.
- Communities are actively participating in school management & extra-curricular activities through well-established & trained education committees.
- Teachers have been trained on protection-related subjects & pay special attention to protection risks of girls & women.
- Protection risks for children, including adolescents, have been reduced by increasing the number of protection trainings for teachers & education committees.
- Protection risks for out-of-school children, groups-at-risk and persons with special needs have been reduced by increasing the number of learning opportunities.

Activities:

- Enhance the safety of schools and learning environments through application of SLE.
- Disseminate information on SLE, conduct trainings and provide on-going support to mainstream SLE into UNHCR programmes.
- Sensitize & mobilize communities to form education committees & participate actively in school management & extra-curricular activities.
- Train education committees on school management & education monitoring
- Train teachers on protection-related issues, with special attention on SGBV, child protection, Code of Conduct.
- Recruit & train female teachers.
- Initiate & pilot education activities for out-of-school children, groups-at-risk & persons with special needs, including skills & vocational training, open & distance learning programmes, cultural events, including sports, drama & dances, & numeracy & literacy courses.
- Organize & conduct trainings on life skills, including peace education & conflict prevention & resolution techniques.
- Establish linkages with SGBV, Child Protection & Livelihood sectors.

Action:

- CO/IRC/Ed. Unit
- IRC/CO Bureaus/Ed. Unit
- CO/Ed. Unit

- CO/Ed. Unit
- DIPS/CO/Ed. Unit

- CO/Ed. Unit
- CO/Bureaus Partners/Ed. Unit

- CO/DIPS Bureaus/Ed. Unit
- CO/DIPS Bureaus/Ed. Unit

VII. Annexes

- A: List of Abbreviations
- B: UNHCR Education Policy Commitments
- C: Priority Country Overview
- D: Education Standards & Indicators
- E. UNHCR Global Strategic Priorities - Education
- F: Overview of UNHCR Education Initiatives

Annex A

List of Abbreviations

| | |
|--------|--|
| AB | Annual Budget |
| CRC | Convention on the Rights of the Child |
| CEDAW | Convention on the Elimination of All Forms of Discrimination Against Women |
| CO | Country Office |
| COP | Country Operations Plan |
| CSO | Community Services Officer |
| CTA | Community Technology Access |
| DAFI | Albert Einstein Academic Refugee Initiative |
| DER | Division of External Relations |
| DIPS | Department of International Protection Services |
| DPSM | Division for Programme Support and Management (formerly DOS) |
| DOS | Division of Operational Services |
| DRRM | Donor Relations and Resource Mobilization Service |
| EFA | Education For All |
| EFG | Education Field Guidelines |
| GNA | Global Needs Assessment |
| GSO | Global Strategic Objective |
| IASC | Inter-Agency Standing Committee |
| ICESCR | International Covenant on Economic and Social Cultural Rights |
| IDP | Internally Displaced Person |
| INEE | Inter-Agency Network for Education in Emergencies |
| IRC | International Refugee Committee |
| MDG | Millennium Development Goal |
| MOE | Ministry of Education |
| MS | Minimum Standards |
| NGO | Non-Governmental Organization |
| NRC | Norwegian Refugee Council |
| ODL | Open and Distance Learning |
| OSTS | Operational Solutions and Transition Section |
| PCA | Priority Country Approach |
| PDES | Policy Development and Evaluation Services |
| PSFR | Private Sector Fundraising |
| RBM | Results Based Management |
| SB | Supplementary Budget |
| S&I | Standards & Indicators |
| SGBV | Sexual and Gender Based Violence |
| SLE | Safe Learning Environments |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNHCR | United Nations High Commissioner for Refugees |
| UNICEF | United Nations Children's Fund |
| UPE | Universal Primary Education |
| WFP | World Food Programme |

Annex B

UNHCR Education Policy Commitments

UNHCR advocates for **education as a basic right** in the context of 1951 Refugee Convention and all other international declarations and instruments (see Annex 1).

The Agenda For Protection, and the subsequent Action Plan approved by the Executive Committee in October 2002, specifically underline the importance of “education as a tool for protection”.

UNHCR is committed to the key principles of refugee participation, local capacity building, gender equity and addressing the specific needs of groups at risk.

In implementing education programmes, UNHCR will:

1. Safeguard the right of refugees to education and implement the six goals of Education For All (EFA) which include free access to primary education, equitable access to appropriate learning for youth and adults, adult literacy, gender equity and quality education.
2. Ensure the provision of basic education, for refugees and other persons of concern, to ensure their protection and security and to enhance the possibility of durable solutions.
3. Guarantee the availability of primary education (standardised as the first eight grades of schooling) as a first priority, including community based initiatives providing early childhood and pre-school education, where these are pre-requisites for formal education.
4. Support the provision of lower secondary education (standardised as grades 9 and 10). In addition, UNHCR will support the enrolment and retention of achieving students in higher secondary (grades 11 and 12) as a prerequisite to post-secondary education. Moreover, UNHCR will advocate for tertiary education and will support the effective use of resources donated for this purpose.
5. Provide low-cost adolescent and adult non-formal education linked to the psychosocial development and specific education needs of the groups. Where appropriate, this will include technical and vocational education.
6. Promote quality of education as a high priority commitment through teacher training and the development of quality teaching and learning materials.
7. Support innovative enrichment programmes in life skills and values education that improve the quality of education.
8. Ensure early intervention and development of education programmes in the earliest stages of an emergency, and access to education programmes by children and adolescents upon arrival.
9. Co-ordinate local, national, regional and global inter-agency mechanisms and partnerships regarding refugee and returnee education issues including educational materials, certification of studies, teacher training and support for education. In addition, there will be inter-sectoral collaboration to ensure a cohesive and integrated approach.
10. Monitor and evaluate all refugee education programmes in line with the established standards and indicators, ensuring that these programmes receive the necessary human resources and appropriate funding at all levels and phases of UNHCR’s operations.

Annex C

Priority Country Overview

In order to prepare ground for the Education Strategy 2010 - 2012, an Action Plan has been developed for the 2009 Education Strategy to address immediate challenges in 11 identified priority countries. This Action Plan is strongly focusing on show casing increased enrolment rate and resources needed for the achievement. These countries have been selected though a consultative process with the Bureaus and Country Offices and based on the below criteria:

- Performance of the UNHCR standards and indicators;
- Size and phase of the operations e.g. protracted;
- Office capacity and resources;
- Accessibility and humanitarian space.

The countries will receive targeted support for a meaningful impact and will benefit from improved programme planning and monitoring and strengthened capacity. The support provided may include direct support services such as technical missions, secondment of staff, trainings, fund raising, advocacy and monitoring. Reporting mechanisms by these countries will be used through already existing reporting processes within the organization such as FOCUS, to minimize increased workload.

Each year a review of countries will be undertaken related to the criteria given above to add new countries in need of strengthened capacity and to decrease focus on the priority countries showing improvements.

The priority countries for 2009 are shown in the matrix.

Education priority countries for 2009

| Proposed Priority Country | Challenges | Support |
|---------------------------|---|---|
| Algeria | Limited access to secondary education and quality of education an issue. | Education Mission undertaken. A NRC Education Officer will be requested to identify the strategic approach and develop project proposal for secondary education in particular for fundraising purposes. |
| Mauritania | Access to national education system for returnees limited due to language problems. Education for urban refugees also an issue. | Education Mission will be undertaken for assessment and identification of strategic approaches including secondment of education staff and partnership with UNICEF. |
| Jordan | Information and data on enrolment difficult to obtain. | Technical support provided since 2007, in terms of missions, strategy, fundraising to support national system and advocacy. Education Officer deployed. |
| Syria | Drop-out and decreasing enrolment due to economic reasons and documentation problems. | Technical support provided since 2007, in terms of missions, strategy, fundraising to support national system and advocacy. Education Officer deployed. |

| | | |
|-------------|---|---|
| Yemen | Quality, secondary education, certification, access, urban caseload. | |
| Kenya | Access to secondary education, infrastructure are insufficient and poor quality of education. Many adolescents out-of-school. | Support to find new partners to support secondary and tertiary education, especially for girls. Ninemillion.org projects implemented focusing on health and education programme for refugee children and adolescents. Support to fundraising. |
| East. Chad | Quality education, post-primary opportunities, Safe Learning Environments | Technical support and missions provided since 2007. Expansion of the private sector funded project (US\$ 4 million) to support quality education, capacity building of partners, and support to secondary education. Deployment of an Education Officer, one consultant and one UNV. Ninemillion.org projects implemented to support vocational and non-formal activities especially for girls. |
| East. Sudan | Insufficient access to primary education, infrastructures needed, limited post-primary opportunities. | Support to local structures with a view of local integration, deployment of an Education officer and support to fundraising |
| Malaysia | No access to national education, limited non-formal educational opportunities. | An Education Officer has been deployed to identify the strategic approach and develop project proposals for fundraising. |
| Bangladesh | Poor quality of education, and no secondary education. | Education Officer seconded. Technical mission undertaken. Pilot CTA on going. MoU in the pipeline with UNICEF on teachers' training and support for recognition of education. Technical support to implement activities for out-of-school children. Ninemillion.org projects on going, focusing on sport and play through education. |
| Turkey | Access to national education system challenging. | Financial support to a Local Consultant to undertake a research on access to national education system for a better understanding of the obstacles and possible advocacy strategy. |

Annex D

Standards & Indicators

From *Practical Guide to the Systematic Use of Standards and Indicators in UNHCR Operations*, Second Edition, Feb. 2006. UNHCR

| Refugee Camp/Settlement | | |
|--|--|---|
| Themes | Sub-themes | Indicators |
| Education | Primary school (excluding local population) | <ul style="list-style-type: none"> Percentage of refugee students enrolled in Grades 1 - 6 |
| | Secondary school (excluding local population) | <ul style="list-style-type: none"> Percentage of refugee students enrolled in Grades 7 - 12 |
| | Tertiary education, vocational training and literacy rates | <ul style="list-style-type: none"> Percentage of 15-24 years enrolled in training (non-formal, vocational, skills, etc.) |
| | Teachers (including local population) | <ul style="list-style-type: none"> Number of students per teacher Percentage of refugee teachers Percentage of qualified or trained teachers |
| | Survey data | <ul style="list-style-type: none"> Literacy rate for refugees aged 15-24 years old |
| | Education | <ul style="list-style-type: none"> Is there a local education committee with IP/Government participation? |
| Urban Programme | | |
| Themes | Sub-themes | Indicators |
| Self-reliance, Assistance and Community Services | General | <ul style="list-style-type: none"> Has a Participatory Assessment been conducted at least once during the reporting year? |
| | Health | <ul style="list-style-type: none"> Do refugees and asylum-seekers have access to emergency and primary health care services without discrimination? |
| | | <ul style="list-style-type: none"> Number of 15-24 years olds enrolled in training (formal, non-formal, vocational, skills, etc.) Literacy rate for refugees age 15-24 |
| Returnee Area | | |
| Themes | Sub-themes | Indicators |
| | Education | <ul style="list-style-type: none"> Percentage of Returnee Area school aged population living within reasonable distance from primary school Are educational diplomas / certificates obtained in asylum country, recognized in country of origin? Percentage of RA students enrolled in Grades 1-6 Percentage of RA students enrolled in Grades 7-12 Number of 15-24 years old students enrolled in tertiary education or training (formal, non-formal, vocational, skills, etc.) in RA |

ANNEX E

UNHCR Global Strategic Objectives - Education

| 4.6 Education | | |
|---|--|--|
| Boys and girls of concern have equal access to quality primary and secondary education, and the development of children and youth is supported. | | |
| <p>Challenges and Opportunities: Access to free primary education remains elusive for many children of concern. Even when the right to attend school is recognized, obstacles such as the lack of a safe learning environment, fees, language difficulties, school supplies/uniforms, lack of support for education in the community and lack of documentation and certification as well as poverty can hinder access. The absence of secondary schooling for adolescent boys and girls can contribute to increased risks of child labor, military recruitment, exploitation and abuse. It can also severely limit their future productive capacities.</p> | | |
| Indicators | Current situation | Targets |
| <ul style="list-style-type: none"> • % of refugee population aged 6-11 enrolled in primary education • % of refugee population aged 12-17 enrolled in secondary education | <ul style="list-style-type: none"> • In 132 refugee camps, 31% of refugee children aged 6-11 are not enrolled in primary schools (37% of girls and 24% of boys) • In 87 urban areas, it is reported that 37% of refugee children aged 6-11 are not enrolled in primary schools (overall primary enrolment rate is 63%) • In 92 refugee camps, 69% of children aged 12-17 (73% of refugee girls and 66% of refugee boys) are not enrolled in secondary schools • In 66 urban areas, it is reported that 62% of refugee children aged 12-17 are not enrolled in secondary schools | <ul style="list-style-type: none"> • In these 132 refugee camps, the % of children aged 6-11 not enrolled in primary schools reduced to 21%, with special attention to gender parity • In these 87 urban areas, the % of refugee children not enrolled in primary schools is reduced to 32%, with special attention to gender parity • In these 92 refugee camps, the % of children aged 12-17 not enrolled in secondary schools is reduced to 60%, with special attention to gender parity • In these 66 urban areas, the % of refugee children aged 12-17 not enrolled in secondary schools is reduced to 58%, with special attention to gender parity |

Annex F

Overview of UNHCR Education Initiatives

The 'Albert Einstein German Refugee Initiative' DAFI

Since 1992, the Albert Einstein German Academic Refugee Initiative (DAFI) Programme provides scholarships to over 1,800 qualified refugee students in 34 countries for study at universities and colleges in their host country and, more recently, in their country of origin upon return. Financed by the Government of Germany, DAFI has been and remains, by and large, a crucial option widely available for refugees to continue to tertiary education. The core objectives of the DAFI Programme are to:

- Achieve self-reliance and empowerment;
- Develop qualified human resources;
- Contribute to the refugee community;
- Facilitate integration;
- Provide role models.

The **objectives** of the DAFI Programme for 2010-2011 are to:

- Increase female participation in the scholarship programme;
- Continue fund-raising with other interested donors;
- Build a solid and supportive DAFI Alumni Network, which will increase the visibility and recognition of the worldwide programme.

Safe Learning Environments Initiative

Without adequate monitoring, reporting and referral mechanisms, children in schools are often at risk of corporal punishment, peer-to-peer violence, sexual harassment and exploitation, including by their own teachers and by staff from humanitarian agencies, national and international non-governmental organizations. Such unsafe learning environments can discourage parents from enrolling their children – and especially their daughters – and be a factor in school drop-out. Safer learning environments reinforce the goals relating to increasing access to schools and quality of education.

To ensure this, UNHCR already developed with its partners the Guidelines for *Safe Schools and Learning Environments. How to prevent and Respond to Violence in Refugee Schools*. Based on this guide, UNHCR and IRC are jointly developing an e-learning package targeting UNHCR staff and partners, which would encompass an individual distance learning tool as well as a training module to conduct workshop.

The dissemination of this training and the provision of technical support aim at

- building the capacity on SLE promotion;
- supporting implementation of SLE promotion activities on the ground.

One pilot training already took place in Chad. Another pilot is planned by the end of 2009. The objective for 2010 - 2012 is to disseminate and implement this package in every priority country and to organize regional workshops to raise awareness and promote follow-up through remote technical assistance.

Ninemillion.org Campaign

The ninemillion.org campaign was created in 2006 by UNHCR in partnership with Nike and Microsoft. Other private donors have since joined the campaign. The goal of the campaign is to give more than nine million children better access to education, sport and technology.

Funding from the ninemillion.org campaign is allocated to education projects that adhere to the following criteria:

Access:

- The project should address post-primary education needs, including formal and non-formal education. However, should there be a crucial gap in primary education in a country programme, the country office can submit proposals for primary education.
- The project should highlight the education standards and performance rates.

Quality:

- The project should be identified further to a Participatory Assessment using Community Based Approach and in cooperation with the national education structures.
- The project should aim at establishing gender parity, and develop strategies to support girls' education (such as Code of Conduct training with teachers, distribution of sanitary materials).
- The project should promote quality of education through teacher training and the development of quality teaching and learning materials.

Protection:

- The project should create and maintain Safe Learning Environments (SLE). Practical actions should be included to prevent violence, abuse, or exploitation in schools and other environments in which activities for children are taking place (implementation of Code of Conduct, monitoring system, physical safety of the buildings, training, etc.).

Countries currently benefiting from projects funded by ninemillion.org are Bangladesh, Burundi, Chad, Ethiopia, Uganda, and Zambia.

Community Technology Access

The objective of the Community Technology Access (CTA) programme is to provide education and livelihoods to displaced communities falling under UNHCR's mandate through sustainable, replicable and scalable access to technology and connectivity, whenever applicable.

Education at all levels is expected to benefit via the CTA. The CTA centres will focus on providing not only computer literacy to primary or secondary school-aged children and youth but aims also at including tuition material on digital supports and will promote e-learning via available new technologies. It is also expected the CTA will respond to the needs related to an enhanced Distance Learning Programme (DLP) as technologies available in the CTA centres will allow connectivity and transfer of information and knowledge between teachers and between students in various locations. Vocational training will equally be available in the CTA centres, often addressing needs of formal school dropped-out youth.

Two CTAs have been rolled-out in Rwanda and Bangladesh, which will eventually serve as pilot countries from which UNHCR will draw lessons learned and good practices for future CTAs.

The objectives for 2010-2011 are to roll-out additional CTAs and have an ongoing assessment cycle during which needs, costs and impact on beneficiaries can be evaluated. There are some 10 countries, with several identified locations, which have expressed interest in having a CTA centre in the coming months.

NRC Youth Education Pack (YEP)

UNHCR is willing to encourage partnership for Norwegian Refugee Council for the implementation of the Youth Education Pack to respond to the specific needs of youth, especially girls and in protracted situations.

The NRC Youth Education Pack was developed to meet the learning needs of war and conflict affected youth, who through displacement and lack of opportunities have had little or no schooling.

The YEP is a one-year programme with three equally important components, literacy/ numeracy, life skills and skills training.

The objectives are for the learners to

- Become functionally literate, mastering basic and relevant literacy and numeracy;
- Obtain knowledge and awareness that will further their development and awareness as individuals and as members of their societies;
- Acquire a skill that is needed in their communities and that will increase their chances of finding apprenticeships or paid work.

YEP learners include the more vulnerable among the target groups, but who still have the possibility of spending a year of full time in school. Priority is given to young single mothers, youth heads of households and those with the poorest educational background. Youth previously associated with fighting forces are included to support integration and their return to society.

The YEP has been specifically designed to take into account the specific needs of out-of-school youth: small classes, gender-balanced approach in terms of participants and teachers, life-skills and literacy classes, special learning support and services given to enable youth to participate, such as baby care and one hot meal per day.