



2012-2016

Education
Strategy

Summary



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Summary

Why focus on Education?

Ensuring the provision of education is a core component of UNHCR's international protection and durable solutions mandate. Refugees value education and place it high on their priorities. Quality education that builds relevant skills and knowledge enables refugees to live healthy, productive lives and builds skills of self-reliance.

Educated refugees provide leadership in displacement situations and in rebuilding communities recovering from conflict. Education provides knowledge and skill development that strengthens the capacity of refugees to be agents of social transformation, and is essential to understanding and promoting gender equality and sustainable peaceful coexistence. The future security of individuals and societies is inextricably connected to the transferrable skills, knowledge, and capacities that are developed through education.

Why is a new education strategy needed for UNHCR?

Many refugees do not have access to education, let alone to quality education that provides both physical protection in a safe environment and the development of personal capacities. This stands in the way of realising the right to education, of meeting international goals, of achieving durable solutions and of sustainable development of home and host communities. This strategy will allow more children to go to school and to learn well, and will also help UNHCR to improve expertise in education and increase funding for education.

How will this strategy improve Education for refugees?

The Education Strategy is framed by the 1951 Refugee Convention and relevant human rights instruments. It aims to meet Education for All targets, Millennium Development Goals and UNHCR Global Strategic Priorities.

Between 2012 – 2016, with its partners, UNHCR will:

- Ensure that 3 million refugee children have access to **primary education**
- Expand **secondary education** to 1 million young people
- Provide **safe schools and learning environments** for all young learners
- Ensure that 70% of refugee girls and boys achieve **quality learning** in primary school
- Provide **teacher training** that leads to professional qualifications so that 80% of teachers are trained
- Provide **non-formal education and training** opportunities for 40% of young people, male and female
- Increase by 100% the number of students attending **tertiary education**
- Enable **early childhood education** for 500,000 children aged 3 to 5
- Increase **literacy rates** among refugee adults by 50%

In order to achieve the above goals

While ensuring an inclusive education programming that is planned and monitored through an **Age, Gender and Diversity** approach,*

With its partners, UNHCR will

- Develop strong working partnerships with **Ministries of Education** at national and local levels in 100% of Country Programmes
- Strengthen staff and national partner **capacity** and ensure that **partners have expertise in education**
- Collect and **manage data** so that education programmes are monitored, evaluated for quality, inclusiveness and efficiency, and improved
- Engage in innovative use of **information and communication technology** to expand education opportunities in both formal and non-formal sectors

**All targets aim at equal participation of boys and girls, men and women, and all data will be disaggregated by sex.*



What will we do?

Action 1

More children will learn better in primary school

With its partners, UNHCR will:

- **Train teachers and directors** in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, and inclusive education
- Continuously assess the **literacy and numeracy achievement** of all learners along with national Ministries of Education and Partners
- Provide reading materials, including **e-books**
- Promote a relevant, broad-based **curriculum**
- Make extensive use of **Information and Communication Technology (ICT)** for distance learning, quality inputs, and teacher training
- Provide intensive **language training** for refugee learners and teachers



Learning

The central purpose of education is learning and the development of skills, capacities, and confidence for refugees to live healthy, productive lives.

Action 2

Schools will protect children and young people

With its partners, UNHCR will:

- Train UNHCR and Partner staff on **Creating Safe Learning Environments**
- Support **community-based** development of **teacher codes of conduct** that define the roles and responsibilities of teachers, including around issues of pedagogy, corporal punishment, peer-to-peer violence, and sexual harassment or exploitation
- Develop teachers' capacity in **child-centred pedagogy** and inclusion methods for children with **disabilities**, language minorities, and other **marginalised groups**
- Develop targeted strategies to promote and support **girls' education**, with clear objectives, expected results and monitoring frameworks
- Foster the **participation of boys and men** in all issues relating to protection
- Make sure school buildings are **safe**
- Increase the number of **female teachers** in schools, especially at secondary school
- Include peacebuilding programmes as a whole school approach
- Include conflict-sensitivity assessment and approaches in educational planning

Action 3

More young people will go to secondary school

With its partners, UNHCR will:

- Support the **costs of secondary school** for refugees, mainly through integration within national education systems
- Provide incentives to retain quality teachers in secondary schools
- Create incentives for **girls' completion** of secondary school, especially related to reducing systemic and contextual barriers
- Provide access to accelerated learning programmes for **out-of-school children** to complete certified primary education in a shorter period of time
- Support child participation through student committees and councils
- Provide intensive **language training** for refugee students where necessary



UNHCR commits to support secondary education. The benefits of formal secondary education are greater than for any other level of schooling, especially for girls. Secondary school graduates become the professionals on which society depends. They also become entrepreneurs and leaders, central to reconstruction and development of home and host countries.

Action 4

More young people will follow higher education courses

With its partners, UNHCR will:

- Expand the number of **scholarships** for tertiary education in host countries through **partnerships** with donors, academic institutions, and foundations
- Broaden access to **professional and para-professional** training courses
- Support access to certified higher education courses through **open and distance learning using Information and Communication Technology**
- Reduce barriers to accessing local institutions of higher education through **advocacy** with host country Ministries of Education



Education is a continuum. The possibility of going to college motivates young people to enrol in and complete secondary school, which has a similar impact on the demand for primary education.

Action 5

Education will be available at every age

With its partners, UNHCR will:

- Support **early childhood education** in communities
- Provide **literacy and numeracy classes** for young people and adults, especially young women
- Provide opportunities for **technical and vocational training** that are linked to jobs
- Provide non-formal education opportunities for young people, including **lifeskills** and involving community youth
- Support **Sports** activities as a priority both in formal and non-formal education for developing **personal and social skills**, including **skills for peaceful coexistence**



UNHCR's vision is that all education – formal and non-formal and for all ages – includes both “hard” skills such as literacy and numeracy and “soft” skills. “Soft” skills are skills for peaceful living, peacebuilding/ conflict resolution, and human rights and citizenship. Together, “hard” and “soft” skills improve livelihoods, civic participation, and social cohesion.

Action 6

Education will be part of all emergency responses

With its partners, UNHCR will:

- Ensure **dedicated personnel** to design and coordinate emergency education response for refugees
- Incorporate emergency preparedness and disaster risk reduction into education programmes
- Provide **temporary learning spaces** in acute emergencies that include trained teachers, from the refugee community where possible
- Support the rapid establishment of **formal schooling**, both through integration of refugee learners into national systems and support for certified, quality education in the home country curriculum, where appropriate and feasible



Emergency Education

UNHCR is committed to quality education as an integral part of the planning and provision of humanitarian response and to working together with partners to ensure all refugees the right to education in a safe learning environment in emergencies and post-crisis recovery. In emergency situations, education provides life-sustaining physical, psychosocial and cognitive protection.



How will we make sure that we achieve results?

Partnerships will ensure continuity and sustainable education

With its partners, UNHCR will:

- Work with Ministries of Education to mainstream refugee education **within national systems**
- Work with education organisations that have **proven technical expertise** in education
- Engage with **UNICEF in the field** and develop joint action plans
- Design education activities with **communities** and **local organisations**
- Support refugees **returning home** to continue their education



Mainstreaming in National Education Systems

UNHCR advocates for integrating refugee learners into national systems where appropriate. This provides a protective environment within the host community. Refugees benefit from existing systems of teacher training, learning assessments and certification. National Ministries of Education are essential partners.

Training will strengthen staff and partner capacity

With its partners, UNHCR will:

- Provide targeted **capacity development** of staff members responsible for managing education programmes through **basic education training courses**
- Provide **specialised technical assistance** to work with country teams to strengthen education partnerships and capacity to sustain them
- Provide **capacity development of existing national partners**, in planning, managing and monitoring quality education programmes and emergency response



A number of international organizations with expertise in education will work with UNHCR to help in situations where we need to strengthen local partners. They will also help to improve quality learning and will organise programmes for young people who have missed out on education.



Measuring progress will strengthen learning results

With its partners, UNHCR will:

- Adapt **standards and indicators** to the local context, based on international norms, to measure how many children go to school and what children learn
- Establish an **education management information system** (EMIS) for refugees in collaboration with UNESCO and national Ministries of Education
- Conduct **independent testing** of refugee learning, particularly in reading
- Train teachers to **assess** what children are learning in the classroom and to respond to problems



Collecting Data and Monitoring Progress

Improving student learning requires data. UNHCR, partners, and school staff need data about whether children are learning, what they are learning, and why. Data analysis helps to evaluate programmes and to make changes to respond to refugees' learning needs.

Innovative Use of Technology will expand Education Opportunities

With its partners, UNHCR will:

- Invest in increased access to computers for **quality improvement** in formal education
- Provide **certified distance learning** programmes for young people
- Enable **interaction** with school children in other countries through technology communication
- Facilitate **online teacher training**
- Foster **creativity and innovation** in education programmes through use of technology
- Support **e-books** for increased access to reading material
- Strengthen **language acquisition** through e-learning



UNHCR's vision for innovative use of technology includes using on-line books in schools to develop literacy skills, a love of reading and access to information; providing certified distance learning programmes for young people, including for higher education; language training; improving education quality through direct classroom transmission; delivering teacher training and fostering teacher support networks.

Education Strategy 2012 – 2016

Roll Out Process

How will the strategy be implemented?

In 2012-2013, thirteen priority focus countries, **Bangladesh, Chad, Egypt, Ethiopia, Iran, Kenya, Malaysia, Pakistan, South Sudan, Sudan, Syria, Uganda and Yemen** will be supported in developing multi-year, multi-sectoral education strategies based on the local context and existing education programmes. The additional countries to be targeted in 2013-2016 will be identified progressively, taking into account lessons learned from the 2012 roll-out and the evolving education situation at country level. Countries other than the priority countries will also be supported with capacity development in education priorities, remote technical assistance and support to strengthen data collection mechanisms.

How were the priority countries chosen?

The thirteen countries were selected based on the following **selection criteria**:

- Education needs (taking into account available data, indicators and information)
- Size of the education budget and implementation level
- Existing opportunities for improving education
- Link between education and other sectors and on-going initiatives (SGBV strategy, Transitional Solutions Initiative (TSI), livelihoods and child protection initiatives, etc.)
- Protection risks resulting from the lack of quality education
- Quality of pre-existing education strategy
- Gender disparity relating to education
- Interest in education and implementation capacity
- Geographic location
- Operational setting (urban, protracted, camp, etc.)

Details on the roll-out countries can be found in the UNHCR education country fact sheets 2011.

https://intranet.unhcr.org/intranet/unhcr/en/home/protection_and_operational/Education.html

What technical support will be provided to priority countries?

The **Education Unit in Geneva** will support countries with:

- **Training** on the new Education Strategy 2012-2016, the new Education Policy and Guidelines, and on education priorities
- Targeted **field missions and focused technical assistance** to adapt the education strategy to the individual country context and to support the development of country-based 5 year education plans; continued remote and in-country technical assistance to implement country-based strategies
- In-country training for UNHCR and partners in basic education priorities and in establishing safe learning environments
- **Monitoring** and evaluation of progress, including **documentation**
- **Advocacy** and **fundraising**
- Mobilising **partnerships**

Data collection and management support will include:

- Technical support to design, plan and implement an education management information system (EMIS) for **improved education data collection and analysis**
- **Capacity development** for UNHCR staff and partners to implement the EMIS

How will field technical expertise in education be strengthened?

The following strategies will strengthen UNHCR's educational expertise at field level to maximize the productive use of existing and additional resources:

- **Targeted capacity development** of staff members responsible for managing education programmes through focused basic education training courses;
- Strengthening of policies that place **staff with education expertise** in appropriate Protection, Community Services and Programme posts, particularly in operations with large education programmes
- The creation of **national field-level Education Officer** positions in priority countries where necessary in 2012 and subsequently in additional countries according to need;
- **Strategic deployments** of secondments from standby partners to emergency contexts and priority areas, with emphasis on strengthening national staff capacity;
- The development of a global agreement with a select number of **international organisations with strong technical capacity in education**, detailing the support that they can provide to country offices to strengthen education programme quality and opportunities. This will include **capacity development of existing partners** in planning, managing and monitoring quality education programmes and emergency response.



How will results be monitored?

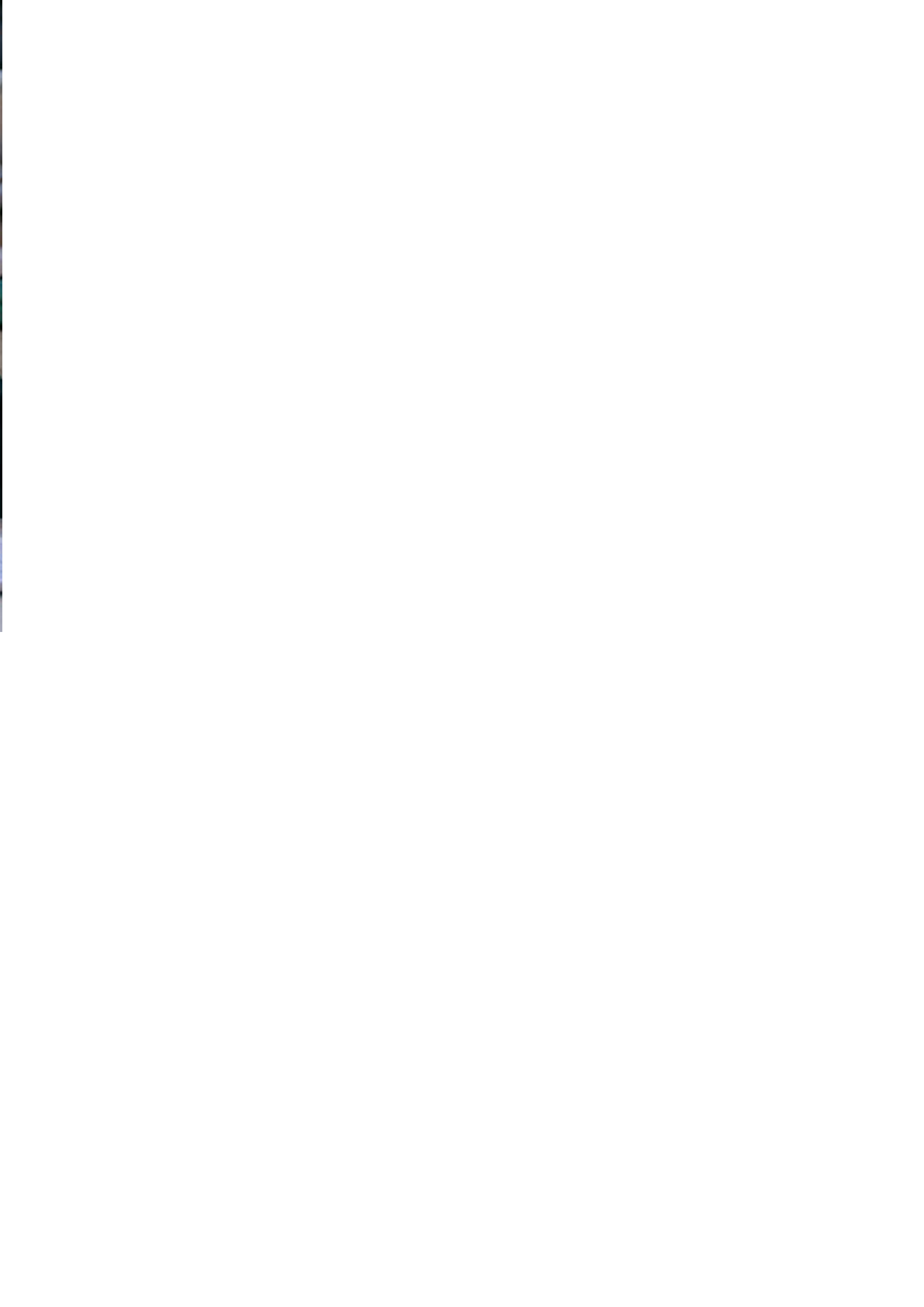
Current education data allows us to monitor initial enrolment in school, but gives no indication of whether these children go to school, how many children drop out of school or what children learn in school. An **education management information system**, linked with UNHCR's current system, will be developed and rolled-out across all countries, providing the tools, capacity development, data base and dissemination to do the following:

- Monitor enrolment and school drop out and retention by age and sex
- Measure children's learning achievement in school
- Identify problem areas related to learning and protection
- Respond more effectively to improve education services and monitor progress

How much will this cost?

Many of the activities are already within priority country planning for 2012. The strategy will enable countries to focus and implement these activities to provide better access and quality education than before. All countries have a **shortage between planned and allocated funds** so funding will be sought to fill this gap, to support global agreements with international organisations for **capacity development and quality improvement**, for capacity development in **improved data collection, management and monitoring**, and for strengthened programming in **literacy**.

An amount of **USD 16 million** is needed in 2012 to bridge this gap.





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