



2012 - 2016

# Education Strategy





# UNHCR

**United Nations High Commissioner for Refugees**

Haut Commissariat des Nations Unies pour les réfugiés

Division of International Protection  
United Nations High Commissioner for Refugees  
Case Postale 2500  
1211 Geneva 2, Switzerland

Tel: (41 22) 739 8433  
Fax: (41 22) 739 7344  
e-mail: [HQT500@unhcr.org](mailto:HQT500@unhcr.org)  
internet: [www.unhcr.org](http://www.unhcr.org)

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# Executive Summary

This education strategy is anchored in a renewed focus on ensuring the provision of refugee education, not as a peripheral stand-alone service but as a core component of UNHCR's protection and durable solutions mandate. Quality education that builds relevant skills and knowledge enables refugees to live healthy, productive lives and builds skills for self-reliance.

At present, many refugees do not have access to quality education that provides physical protection and personal capacity development. This is particularly true for marginalised groups, including children and young people with physical and cognitive disabilities; overaged learners who have missed out on years of schooling; and children associated with armed forces. Refugees can also be marginalised on the basis of gender, ethnicity, language, and poverty. Girls continue to be left out of mainstream education.

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.

## Education in UNHCR's Global Strategic Priorities

**Global Strategic Priority 2:** Improve the protection and wellbeing of persons of concern by:

**2.6 Education:** Promoting human potential through education, training, livelihoods support and income generation.



### *Education and Community Development*

*Educated refugees provide leadership in displacement and in rebuilding communities recovering from conflict. With quality education, refugees acquire the knowledge and skills essential to understanding and promoting gender equality and sustainable peaceful coexistence, among other areas of community development. The future security of individuals and societies is inextricably connected to the transferable skills, knowledge, and capacities that are developed through education.*





## Between 2012 – 2016, with its partners, UNHCR will:<sup>1</sup>

- 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.*

The Strategy outlines the objectives and main activities that will support UNHCR's priority on access to quality education for refugees. The general approach is integration of refugee learners within national systems where possible and appropriate and as guided by on-going consultation with refugees. This approach provides a protective environment for refugee children and young people within the community and supports a focus on quality within existing systems of teacher training, learning assessments, and certification. Where this is not possible, UNHCR will support refugees to access quality, certified education. This decision will be contextual and depends on refugee's location, language of instruction, estimated duration of exile, reception arrangements, and on refugees' desires.

The Strategy provides a global framework for the development of more specific country-level education strategies and programmes in camp and urban settings, as well as in local integration and returnee contexts. In 2012-2013, thirteen priority countries will be supported with technical assistance, targeted capacity development for UNHCR staff and intensive support to strengthen non-specialist national partners including NGOs and CBOs, with assistance from international partners with strong technical capacity in education. An education management information system will be developed to strengthen data collection and monitoring. In subsequent years, countries will be progressively supported to develop a country-level strategy based on global priorities, with global strategy application by 2016.

<sup>1</sup> Subject to adequate funding



# Strategic Objectives and Indicators of Achievement

## Operational Context

This Strategy is ambitious in its aim to promote access to quality education for refugees. While it is global in nature, the strategic objectives, expected results, and indicators of achievement have been written to apply to the country-level. The indicators include those from UNHCR's Results Framework as well as indicators that can be used at country level for country programme monitoring purposes. During the year 2012, these indicators will be further contextualised in each country through the development of country-level strategies and implementation plans.

Implementation of activities will begin in January 2012, and results-oriented data collection on measurable indicators will be on-going. **Expected results** are set as targets for 2016, with progress measured more frequently on **specific indicators of achievement**. Baseline data will be examined to set appropriate targets on these specific indicators for 2014 and 2016. In countries where baseline data is lacking, this will be gathered in 2012 in parallel with programme implementation, and targets established early in 2013. Accurate data and robust information management systems are essential for monitoring achievements, evaluating outcomes, and adjusting methods to ensure desired goals are reached.







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# Action 1

More children will learn better in primary school

**Objective 1:** Improve learning achievement in primary school

**Expected Result 1:** 3 million girls and boys have access to primary school.

**Expected Result 2:** At least 70% of girls and boys meet required levels of learning achievement in primary school.

All refugee children have the right to go to primary school and the primary school cycle is where the basic learning competencies that form the foundation of further education are acquired. Learning is the core of education. Evidence increasingly shows that it is the quality of this learning rather than the number of years in school that is the strongest determinant of individual potential to live a productive and happy life. Quality education is the anchor that will keep children in school, encouraging their persistence through to the end of primary school and their transition to secondary school and beyond. Education is protective only if it is of good quality as it keeps children in school. This is also an incentive for parents to send their children to school.



## Learning

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

### Essential to quality education are:

- Foundational skills in literacy and numeracy, which are the basis of lifelong learning that enable children, youth, and adults to build their knowledge, skills, and competencies continually in order to survive and thrive in their home and work lives;
- Early acquisition of these literacy and numeracy skills, with prioritisation of early schooling in the mother-tongue if possible;
- Rigorous and relevant curriculum that includes both “hard” skills related to academic disciplines as well as “soft” skills for peaceful living, human rights, and citizenship;
- Access to adequate academic and reading materials to foster literacy and a love of reading.
- A child-friendly learning environment that promotes inclusive education, along with the well-being of children, teachers and education personnel

The quality of this learning must be measured in order for UNHCR, partners, and teachers to evaluate learners’ on-going performance and adapt programming accordingly to reach learning goals. Teacher preparedness and teaching quality are the most influential factors contributing to immediate and formally assessed learning outcomes. Teachers matter more than any other single factor to learning and to the on-going, formative assessment that is critical to improving learners’ achievement. Sporadic and short-term trainings are not sufficient. Extensive investment is required to improve teacher qualifications and compensation in order to strengthen and motivate the cohort of teachers for refugee education and to ensure that qualified teachers remain within the education sector. In particular, teachers need training in:

- Teaching literacy and numeracy skills;
- Formative assessment of children’s learning;
- Participatory pedagogy;
- Inclusive education.

## Key Activities Include

### Teacher training

- Development of sequential teacher training programmes, which result in teachers’ completion of a basic qualification over a period of years. They are developed in collaboration with local teacher training institutions where possible or collaboratively with UNHCR, partners, and communities. Training emphasizes the teaching of literacy and numeracy skills, formative assessment of children’s learning, participatory pedagogy, and inclusive education. Teacher training programmes will be modular and stackable and will provide in-service training, mentoring, and peer group support for already qualified teachers to update their skills. Work in this area includes the development of indicators that measure teacher quality upon the completion of training as well as on-going evaluation of teachers’ school-based performance. These evaluations should take into account incentive and compensation schemes. Standards for non-qualified teachers include a minimum three months training. Efforts will focus on using refugee teachers to the extent possible and developing professional capacity both through short-term training and para-professional courses.

## Independent literacy assessments

- Implementation of annual independent summative literacy assessments in all operations in order to determine if children are learning and to point to areas where progress is limited and needs to be strengthened. These assessments draw on a range of reading assessments including the Early Grade Reading Assessment (EGRA) and are conducted in partnership with national Ministries of Education, UNHCR partners and other national educational organisations.

## Access to reading material

- Promotion of access to academic and reading materials, including both textbooks and reading books for all age levels, using a variety of ways to increase access to books. This includes drawing on information and communication technology (ICT), especially e-books, to expand the available repertoire of materials.

## Information & Communication Technology (ICT)

- Expansion of ICT use in education for refugees, including distance learning programmes and Voice over Internet Protocols (such as Skype) for improved quality of subject learning, teacher capacity development, and social contacts.

## Language training

- Provision of intensive language training where necessary to enable children (and teachers) to adapt to an environment where the prevailing language is not their mother tongue. For the

early years in primary school, education in the mother tongue has great advantages in supporting successful acquisition of basic literacy and numeracy skills.

## School governance

- Facilitating capacity building for School Management Committees, Parent Teacher Associations and Student Committees/Councils to develop skills in leadership, financial management, and democratic decision-making and to promote the full and authentic participation of school staff, parents and children in school governance.
- Supporting the professional development of School Principals/Directors, particularly related to supervision of teachers and the provision of on-going feedback and evaluation aimed at helping teachers to improve their practice. Specific areas of leadership development for Principals/Directors include formative assessment of children's learning, participatory pedagogy and inclusive education.

## School norms, attendance and completion

- Adherence to norms on the length of the school day (minimum 6 hours); annual compulsory minimum number of days in the school year (180 days); minimum standards for teacher and student attendance (not less than 80%); student:teacher ratio (maximum 40:1); student: text book ratio (maximum 3:1) automatic promotion from one grade to the next; primary school completion.



### *UNHCR's vision*

*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; language training; improving education quality through direct classroom transmission; delivering teacher training and fostering teacher support networks.*



## Objective 1: Improve learning achievement for refugee children in primary school

\* UNHCR Focus indicators 2012-13 are in bold. Priority indicators are highlighted. Other indicators are optional.

| Key Strategies  | Indicators of Achievement   | 2012 baseline | 2014 target | 2016 target |
|---|---|---------------|-------------|-------------|
| <b>1.1 Increase access to primary education</b>       | <b>1.1.1 % of children<sup>2</sup> aged 6-13 years enrolled in primary education (NER)</b>                |               |             |             |
|   | <b>1.1.2 % of children enrolled in primary school (GER)</b>   |               |             |             |
|   | <b>1.1.3 % of children completing primary school</b>  |               |             |             |
|   | <b>1.1.4 % of children within national norms of hours in school and at minimum 6 hours/day</b>            |               |             |             |
| <b>1.2 Strengthen teacher quality</b>                 | <b>1.2.1 % of teachers trained<sup>3</sup></b>  |               |             |             |
|   | <b>1.2.2 % of professionally qualified teachers<sup>4</sup></b>   |               |             |             |
|   | <b>1.2.3 % of teachers enrolled in on-going in-service leading to teacher certification</b>               |               |             |             |
|   | <b>1.2.4 % of teachers attaining 80% or higher on post training assessment</b>                            |               |             |             |
|   | <b>1.2.5 % of teachers implementing a minimum of two strategies learned from teacher training courses</b> |               |             |             |
|   | <b>1.2.6 student: teacher ratio within national norms and at maximum 40:1</b>                             |               |             |             |
|   | <b>1.2.7 % of schools that provide professional development for Principals/Directors</b>                  |               |             |             |
| <b>1.3 Regular monitoring of learning achievement</b> | <b>1.3.1 % of children achieving competency level for their grade</b>                                     |               |             |             |
| <b>1.4 Increase access to reading materials</b>       | <b>1.4.1 % of children within national norms of access to text books and at maximum 3:1</b>               |               |             |             |
|   | <b>1.4.2 % of children who have daily access to supplementary reading material</b>                        |               |             |             |
| <b>1.5 Enhance school governance</b>                  | <b>1.5.1 % of schools with functioning School Management Committee/Parent-Teacher Association</b>         |               |             |             |
|   | <b>1.5.2 % of schools with a functioning Student Committee/Student Council</b>                            |               |             |             |
| <b>1.6 UNHCR support for education</b>                | <b>1.6.1 % of UNHCR operating budget allocated to education programming</b>                               |               |             |             |

<sup>2</sup> All indicators will be disaggregated by gender.

<sup>3</sup> Teachers who complete a minimum of three months training, but who don't have teacher certification.

<sup>4</sup> Professionally qualified teachers have credentials recognised by their home or host country.



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## Action 2

### Schools will protect children and young people

**Objective 2:**

Ensure that schools are safe learning environments for refugee girls and boys and young people

**Expected Result 3:**

100% of schools attended by refugee children and young people meet safe learning environment standards.

A fundamental objective of refugee education is to meet the protection needs of refugee children and young people. Schools provide essential physical protection. Participation in school prevents forced recruitment, protects children from sexual and gender-based violence and from child work. Schools are also important sites through which to identify children at risk of abuse, sexual and gender-based violence, and forced recruitment, for example, and to connect them to appropriate services.

An important protection role that schools play is as sites of learning. To be protective, schools must be physically safe, psychologically and emotionally healing, socially integrated, and cognitively transformative. Ensuring that schools are safe learning environments requires attention to the following:

- Relationships among teachers, learners, and families, including issues of pedagogy, corporal punishment, peer-to-peer violence, and sexual harassment or exploitation;
- The content of the curriculum and structures of education, including conflict-sensitivity, peace building, and social integration;
- Facilities, including infrastructure, site selection and planning, water supply and sanitation, and basic furniture;
- The larger political and social environment of the school, including the cultural and religious context.

Specific attention is needed for marginalized groups to ensure access to safe learning environments. Safe learning environments promote access because children will choose not to attend school or will drop out if they experience or perceive a lack of safety and security. They are also related to quality: only quality education that addresses the physical, psychological, social, and cognitive needs of learners can be considered a tool of protection.

## Key Activities Include

### Staff and teacher training

- Training of all concerned UNHCR and Implementing Partner staff using the UNHCR/IRC e-learning course on Creating Safe Learning Environments in order to promote understanding of what is meant by safe learning programmes, why this is important, and what safe learning environments could look like using the lens of the project cycle (assessment, design, implementation, and evaluation). Training will emphasize the role of partners in raising children's awareness of their rights to education and to safe learning environments.
- Training of all teachers of refugee children and school directors in child-centered pedagogy, including inclusion methods, drawing on and augmenting existing expertise within national systems, local teacher training institutes, and NGOs.
- Training of all teachers, school directors, parents' associations and partners in identifying children at risk for forced recruitment and for various forms of abuse and violence, including appropriate follow-up with other service providers.
- Supporting community-based workshops to develop teacher codes of conduct that define the roles and responsibilities of teachers vis-à-vis, for example, attendance at school, healthy relationships with learners and families, and promotion of safe learning environments and that include mechanisms by which school staff, parents, and learners can enforce these codes of conduct, including implementation of sanctions if the code is violated.

### Girls' education and gender issues

- Implementing targeted strategies to enroll girls in school, monitoring their attendance and school completion. A focus will be placed on increasing the number of female teachers, particularly in secondary schools. Specific emphasis will be placed on combating sexual and gender based violence at school, and on fostering the participation of boys and men in all issues relating to protection.





## Inclusion and social cohesion

- Assessing the inclusion in school of children with disabilities, those with specific needs, ethnic and language minorities, overaged learners, children associated with armed forces, and other marginalised groups, and developing and implementing action plans including advocacy with communities and education authorities, capacity development, and funding strategies. This should include accelerated learning programmes and psychosocial approaches.

## Conflict mitigation and peacebuilding

- Participating in the development and piloting of tools to assess the conflict-sensitivity of educational planning and programming at field-level.
- Supporting school communities in incorporating peace education and conflict-resolution as a whole-school approach, including emphasis on sports as a means of strengthening social ties and the ability to work together within a team while developing tolerance and skills for peaceful co-existence.

## School Construction

- Ensuring that school construction follows minimum norms for education establishments, and involves the community in assessing needs.
- Constructing schools within host communities where possible and appropriate rather than in camps, in collaboration with partners, to ensure access for both refugee and local community children.

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<sup>5</sup> As defined in the INEE Minimum Standards. See also INEE Guidance Notes on Safer School Construction <http://www.ineesite.org/toolkit>



## Objective 2: Ensure that schools are safe learning environments for refugee children and young people

\* Priority indicators are highlighted. Other indicators are optional.

| Key Strategies  | Indicators of Achievement  | 2012 baseline | 2014 target | 2016 target |
|---|--|---------------|-------------|-------------|
| <b>2.1 Foster respectful and healthy relationships among teachers, learners, and families</b> | <b>2.1.1</b> % of teachers using child-centered, participatory teaching methods  |               |             |             |
|   | <b>2.1.2</b> % of children with disabilities, ethnic and language minorities, overaged learners, former child soldiers, and other marginalised groups (to be defined locally) attending school |               |             |             |
|   | <b>2.1.3</b> % of concerned UNHCR staff applying the e-learning course on Safe Schools and Learning Environments (SLE) in their work   |               |             |             |
|   | <b>2.1.4</b> % of Education Partners applying the Safe Schools e-learning course (SLE) in their work   |               |             |             |
|   | <b>2.1.5</b> % of schools that enforce a teacher code of conduct that has been developed in a participatory way  |               |             |             |
| <b>2.2 Strengthen the ability of schools to promote social cohesion</b>                       | <b>2.2.1</b> % of country operations that build their education programme around a conflict-sensitive analysis   |               |             |             |
|   | <b>2.2.2</b> % of schools that offer peace building programmes, using the Peace Education Programme (PEP) materials or equivalent  |               |             |             |
|   | <b>2.2.3</b> % of teachers trained in inclusion methods  |               |             |             |
| <b>2.3 Strengthen the physical infrastructure of schools</b>                                  | <b>2.3.1</b> % of school structures that follow minimum standards for safe construction  |               |             |             |
|   | <b>2.3.2</b> % of schools with safe access to separate latrines for boys and girls   |               |             |             |
|   | <b>2.3.3</b> # of educational facilities accessible for children with disabilities   |               |             |             |



## Action 3

More young people will go to secondary school

### Objective 3:

Improve access to formal secondary education opportunities for refugee young people

### Expected Result 4:

Expand secondary education to 1 million young people

Formal post-primary education is a cornerstone of the Education for All movement and is also central to addressing the global crisis of learning at primary levels. The benefits of quality formal secondary school for refugees include:

- Development of a pool of people with the cognitive and leadership skills to become the professionals on which society depends;
- Widespread societal gains, including in economic growth, central to reconstruction and development of home and host countries;
- Increased civic participation and quality of life, both of which are protective and have peace dividends;
- Increased economic gains that accrue to individuals, especially to girls;
- Training of future quality teachers for both primary and secondary schools, as well as other professionals to support rebuilding communities and societies;
- Motivation to enroll in and complete primary school.



*Participation of children and young people allows them to raise issues that concern them regarding their education and related to protection. School councils can be powerful ways of ensuring that student's voices are heard and that girls are included on an equal basis to boys.*

These benefits are dependent on persistence and achievement of a sufficient proportion of students in primary school; the availability of quality secondary school programmes in refugee settings; and the affordability of these options.

Refugee children and young people who have missed out on school for long periods also need accelerated learning programmes that provide opportunities to complete the primary education cycle in a shorter amount of time or catch-up classes to reenter the formal primary education system. Such programmes still have as their objective official certification that allows continuation in formal post-primary education.

There are additional barriers for girls, including the lack of female teachers who can act as role models and help to ensure that secondary schools are safe spaces for young women. There are also language barriers in some situations, particularly in non-camp settings, that require intensive language training in order for young people to access post-primary educational opportunities. Continued access to secondary education in repatriation situations can be especially challenging.

## Key Activities Include

### Reducing access barriers

- Supporting the costs of secondary school for refugees, preferably and where possible through partnerships with national Ministries of Education that allow for integration within national systems, both for refugees and for returnees.
- Targeted strategies to enable both girls and boys to complete primary school, enter secondary school, and persist in secondary school through to graduation, such as incentives for school enrolment that act to reduce gendered and systemic constraints and contextual barriers and support substantial community participation.

### Teacher compensation, training, and retention

- Enhancing the quality of available secondary schools through targeted efforts to improve the conditions for teachers, including fair and stable compensation and availability of professional development that encourages the retention of qualified and specialized professionals.

### Accelerated learning programmes

- Provision of accelerated learning programmes (ALP) for overage learners, teenage girls, and other marginalised groups to enable them to achieve the equivalence of primary education in a reduced period of time. They can then move on to formal secondary education or other training or work opportunities.
- Provision of catch-up classes for children who have missed out on schooling in order to facilitate re-entry to the formal education system.

## Language training

- Supporting intensive language training where needed to facilitate refugees' access to host country institutions and/or to maintain home country languages.

## School governance

- Facilitating capacity building for School Management Committees, Parent Teacher Associations and Student Committees/Councils to develop skills in leadership, financial management, and democratic decision-making and to promote the full and authentic participation of school staff, parents and children in school governance.
- Supporting the professional development of School Principals/Directors, particularly related to supervision of teachers and the provision of on-going feedback and evaluation aimed at helping teachers to improve their practice. Specific areas of leadership development for Principals/Directors include formative assessment of students' learning, participatory pedagogy and inclusive education.

## Objective 3: Improve access to formal secondary education opportunities for refugee young people

\* UNHCR Focus indicators 2012-13 are in bold. Priority indicators are highlighted. Other indicators are optional.

| Key Strategies   | Indicators of Achievement   | 2012<br>baseline | 2014<br>target | 2016<br>target |
|--|---|------------------|----------------|----------------|
| <b>3.1 Support education systems to provide access for refugees to secondary education</b> | <b>3.1.1 % of girls and boys enrolled in secondary school (NER)</b>                               |                  |                |                |
|  | 3.1.2 % of girls and boys completing secondary school   |                  |                |                |
|  | <b>3.1.3 % of teachers who are female</b>   |                  |                |                |
|  | 3.1.4 % of girls and boys achieving secondary school certification                                |                  |                |                |
|  | 3.1.5 % of teachers with professional qualifications  |                  |                |                |
| <b>3.2 Enhance school governance</b>   | <b>3.2.1 % of schools with functioning School Management Committee/Parent-Teacher Association</b> |                  |                |                |
|  | <b>3.2.2 % of schools with a functioning Student Committee/Student Council</b>                    |                  |                |                |
| <b>3.3 Provide certified accelerated learning programmes</b>                               | <b>3.3.1 # of persons regularly attending accelerated learning programmes (ALP)</b>               |                  |                |                |
|  | 3.3.2 % of eligible out-of-school young people who receive certification through ALP              |                  |                |                |
|  | 3.3.3 % of ALP students who join formal education or another form of training                     |                  |                |                |





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## Action 4

### More young people will follow higher education courses

**Objective 4:** Improve access to higher<sup>6</sup> education opportunities for refugee young people

**Expected Result 5:** 100% increase in young people accessing tertiary education programmes at colleges and universities leading to degrees

**Expected Result 6:** 100% increase in young people accessing post-secondary technical/vocational/para-professional training leading to certificates and diplomas

There is a huge unmet demand for higher education among refugees. Higher education includes all post-secondary education. It includes education at colleges and universities that leads to degrees. It also includes training that is technical, vocational, professional and/or para-professional and that leads to certificates and diplomas.

Young refugees are often living in enforced idleness and despair, wishing to continue their education and to be of greater service to their communities. The benefits of higher education include:

- Cultivating civic leadership that is essential to any durable solution;
- Development of skills and confidence, which allow greater participation in civic and public life, which in turn enhances protection and quality of life for refugees;

<sup>6</sup> The terms 'higher education' and 'tertiary education' are used interchangeably to refer to all post-secondary education leading to degrees, certificates or diplomas.

- Fostering the ability to make strategic life choices, reducing irregular movements of young refugees in search of protection, livelihoods, or higher learning opportunities elsewhere;
- Training a future cadre of highly qualified teachers for primary and secondary schools;
- Promoting economic gains that are critical for post-conflict reconstruction and for poverty reduction.

Higher education is also a critical part of the educational continuum: the possibility of higher education motivates young people to enroll in and complete secondary school, which has a similar impact on demand for primary education.<sup>7</sup>

## Key Activities Include

### Scholarships

- Increase the number of scholarships for tertiary education through expanded partnerships with donors, academic institutions, and foundations, with a continued focus on scholarships in host countries.
- Academic support to secondary school students through extra-curricular programming and tutoring in order to boost achievement so that refugee students, especially girls, meet the standards for scholarships.

### Open and distance learning

- Provision of opportunities to access certified higher education courses through open and distance learning, facilitated by partnerships with academic institutions and partners with technical expertise in the sector. Information Communication Technology (ICT) provides possibilities for vastly expanding the reach of open and distance tertiary education opportunities to refugees. The existing Community Technology Access (CTA) centres provide important resources for this work.

### Reducing access barriers

- Advocacy with Ministries of Education and local institutions aiming to reduce barriers to refugees accessing tertiary education, including nationality requirements, school certificates, and other documentation.

### Para-professional opportunities

- Expansion of opportunities to participate in para-professional training of usually 1 to 2 years for occupations in fields such as education, law, healthcare, and engineering, in partnership with the UNHCR Livelihood Unit.

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<sup>7</sup> See UNHCR Tertiary Education Strategy for more detail.

## Objective 4: Improve access to higher education opportunities for refugee young people

\* Priority indicators are highlighted. Other indicators are optional.

| Key Strategies   | Indicators of Achievement   | 2012 baseline | 2014 target | 2016 target |
|--|---|---------------|-------------|-------------|
| <b>4.1 Expand and diversify tertiary scholarship programmes</b>          | <b>4.1.1 # of students who receive tertiary scholarships</b>                                |               |             |             |
|  | 4.1.2 % of scholarship recipients who graduate with a degree                                |               |             |             |
| <b>4.2 Expand tertiary-level open and distance learning for refugees</b> | <b>4.2.1 # of students who access higher education through distance education</b>           |               |             |             |
|  | 4.2.2 % of refugee contexts in which there is access to ICTs for open and distance learning |               |             |             |
| <b>4.3 Support para-professional training opportunities</b>              | <b>4.3.1 # of students enrolled in para-professional courses</b>                            |               |             |             |
|  | 4.3.2 % of para-professional graduates employed in their field of study                     |               |             |             |







## Action 5

Education will be available at every age

**Objective 5:**

Ensure that opportunities for education are lifelong and available according to need

**Expected Result 7:**

At least 50% of girls and boys aged 3-5 years have access to quality early childhood education.

**Expected result 8:**

At least 40% of (eligible) young people participate in non-formal education and skills training programmes.

**Expected result 8:**

50% increase in adult literacy, especially for young women.

Education is a continuum, with access to opportunities at one level dependent on quality opportunities at other levels. Continued opportunities for learning provide individuals of all ages with the skills, capacities, and confidence to claim their rights to health, protection, livelihood, well-being, and self-reliance.

### Early Childhood Education

Early childhood education (ECE) is particularly important for young refugee children, aged 3 to 5, who may have spent much of their lives in insecure and sometimes traumatic settings. It can play a strong role in early child development and socialisation essential to personal growth and success in school. It also enables mothers to lead active economic lives.



## Young People (aged 15-24)

Young refugees for whom formal secondary education is not an option require other opportunities, including:

- Technical and vocational skills development, to enable young people to develop skills suited to available market work opportunities;<sup>8</sup>
- Literacy and numeracy education, as an essential pre-requisite to participating in job opportunities within the local economy;
- Sports activities, as an opportunity for skills development, teamwork, strengthened identity and fostering of skills for peaceful co-existence;
- Life skills, including personal development skills of critical thinking as well as reproductive health and HIV prevention.

These forms of learning require both “hard” and “soft” skills – such as skills for peaceful living, peace building/conflict resolution, and human rights and citizenship – as well as job preparation and business management skills, with the goal of improving livelihoods, promoting inclusion in the world of work, and supporting community and individual agency.

## Adult literacy and numeracy

Literacy empowers adults, particularly women, to claim their civil and social rights and those of their children, and expands livelihood opportunities. Literate adults also foster an environment where early literacy for children is valued and can thrive with parental help, and the example of adults and young people engaging in lifelong learning motivates children to persist in their studies.

## Key Activities Include

### Early childhood education

- Support for community-based early childhood education as an effective, participative, and protective low-cost strategy that also strengthens community capacity to create an enabling environment for young children. Central to high quality ECE is training for teachers by ECE qualified trainers.

### Literacy and numeracy training

- Support for literacy and numeracy classes for adults and young people, particularly those aged 15 to 59, that are connected to refugee children’s formal education such as being held in school buildings to familiarize parents with their children’s experience and incorporating strategies for parents’ school participation as topics through which literacy is taught. This should also incorporate a life skills component.

### Technical and vocational training

- Provision of opportunities for technical and vocational training and para-professional certification programmes. This work is carried out in close collaboration with UNHCR’s Livelihoods Unit, with emphasis on linking training to real market needs in order to ensure that it enables young people to find or create post-training work opportunities.

### Life Skills

- Support for young people to develop the capacity for independent thinking, for critical analysis and reflection, and for personal development, specifically related to the context in which they live. Life skills will include a focus on reproductive health and HIV prevention, in collaboration with UNHCR’s Health programme.

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<sup>8</sup> This will be implemented in close collaboration with the Livelihood Unit who will be responsible for undertaking market surveys and providing access to technical and vocational skills development opportunities.

## Sports activities

- Supporting sports activities as a priority both in formal and non-formal education for developing personal and social skills for both girls and boys, including skills for peaceful coexistence.

## Objective 5: Ensure that opportunities for education are lifelong and available to all according to need

\* UNHCR Focus indicators 2012-13 are in bold. Priority indicators are highlighted. Other indicators are optional.

| Key Strategies   | Indicators of Achievement  | 2012<br>baseline | 2014<br>target | 2016<br>target |
|--|--|------------------|----------------|----------------|
| <b>5.1 Increase access to community-based early childhood education</b>  | <b>5.1.1 % of children aged 3-5 enrolled in ECE (NER)</b>  |                  |                |                |
|  | 5.1.2 % of ECE teachers trained for a minimum of 10 days by ECE qualified trainers                 |                  |                |                |
|  | 5.1.3 % of ECE teachers who implement ECE methodologies during post-training observation           |                  |                |                |
| <b>5.2 Support young people to access non-formal and skills training programmes (in collaboration with Livelihoods Sector)</b> | <b>5.2.1 % of young people with basic literacy skills</b>  |                  |                |                |
|  | <b>5.2.2 % of young people with basic numeracy skills</b>  |                  |                |                |
|  | <b>5.2.3 # of young people enrolled in certified training programmes (with Livelihoods Sector)</b> |                  |                |                |
|  | 5.2.4 # of young people participating in literacy/numeracy courses                                 |                  |                |                |
|  | 5.2.5 % of persons who attain 80% or higher in assessment on literacy/numeracy course completion   |                  |                |                |
| <b>5.3 Expand access to adult literacy opportunities</b>   | <b>5.3.1 % of people aged 15-59 with basic literacy skills</b>                                     |                  |                |                |
|  | <b>5.3.2 % of persons aged 15-39 with basic numeracy skills</b>                                    |                  |                |                |
|  | 5.3.3 % of persons who attain 80% or higher in assessment on literacy/numeracy course completion   |                  |                |                |
| <b>5.4 Life skills</b>   | <b>5.4.1 % of programmes with life skills initiatives that measure skill development</b>           |                  |                |                |
| <b>5.5 Support sports activities in formal and non-formal education</b>  | <b>5.5.1 % of schools with active sports education programmes for both girls and boys</b>          |                  |                |                |



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## Action 6

Education will be part of all emergency responses

**Objective 6:** Provide access to education opportunities as early as possible during an emergency

**Expected result 10:** Effective preparedness and response in emergency education provision

Education is a priority for UNHCR right from the onset of an emergency, as it is for the Inter-Agency Standing Committee. In this context, education is:

- A tool of protection against exploitation, abuse, and forced recruitment, while also providing opportunities related to, for example, preventative health education, landmine awareness, and identification of protection issues;
- A means of creating stability for refugee children, young people and their families;
- A means of providing continuity in education, thereby mitigating the negative consequences of missing out on education.

Education response in emergencies can be characterized by three phases:

1. Provision of non-formal safe learning spaces and recreational activities.



2. A transitional phase from safe learning spaces to more formal education activities, focusing at a minimum on literacy and numeracy. Education opportunities need to progress quickly to more formal schooling. While it may not be possible to measure enrollment ratios in acute emergencies, data collection to inform decision-making should be implemented as soon as possible. This should include information on the age and education level of children, numbers of teachers and school principals among the refugee population, and details on children with specific needs.
3. Full resumption of formal schooling that is recognised by home and/or host government(s). Decisions on which curriculum to use need to be taken in consultation with the refugee community and to take serious consideration of the importance of providing quality, certified education services in the most sustainable way.

Prevention and preparedness work with local authorities and other UN agencies can assist with rapid resumption of formal schooling. This includes ensuring the provision of quality education in protracted situations so that education responses can be mounted for new influxes of refugees. It also includes Disaster Risk Reduction (DRR) which aims at equipping children with appropriate skills and knowledge for disaster resilience and to sustain livelihoods, especially in situations where climate change interacts with conflict.

In emergency situations, existing UNHCR staff members are responsible for a large number of services and for urgent issues that continuously arise. Dedicated staff within UNHCR or within partner organisations are needed to assist with emergency and regular education programme design and management, in preparing appeals, and in coordinating with existing Education Clusters.

## Key Activities Include

### Prevention and preparedness

- Supporting prevention and preparedness activities, including contingency and risk reduction planning, to ensure that all stakeholders are aware of their roles and responsibilities in ensuring rapid educational response after an emergency.

### Immediate provision of education

- Provision of temporary learning spaces where necessary.
- Capacity development of national partners in use of the INEE Minimum Standards.<sup>9</sup>
- Rapid identification of teachers within the refugee population for additional training in participatory pedagogies, curriculum content, formative assessment, psychosocial support and peace-building. This should include identification among the existing caseload, as well as among new arrivals, preferably at the registration stage.

### Rapid establishment of formal schooling

- Advocacy with local authorities and national Ministries of Education to ensure the smooth integration of refugee learners into national systems, where possible and especially in situations of extended stay and provision of intensive language support where necessary.

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<sup>9</sup> <http://www.ineesite.org/toolkit>

## Staffing and coordination

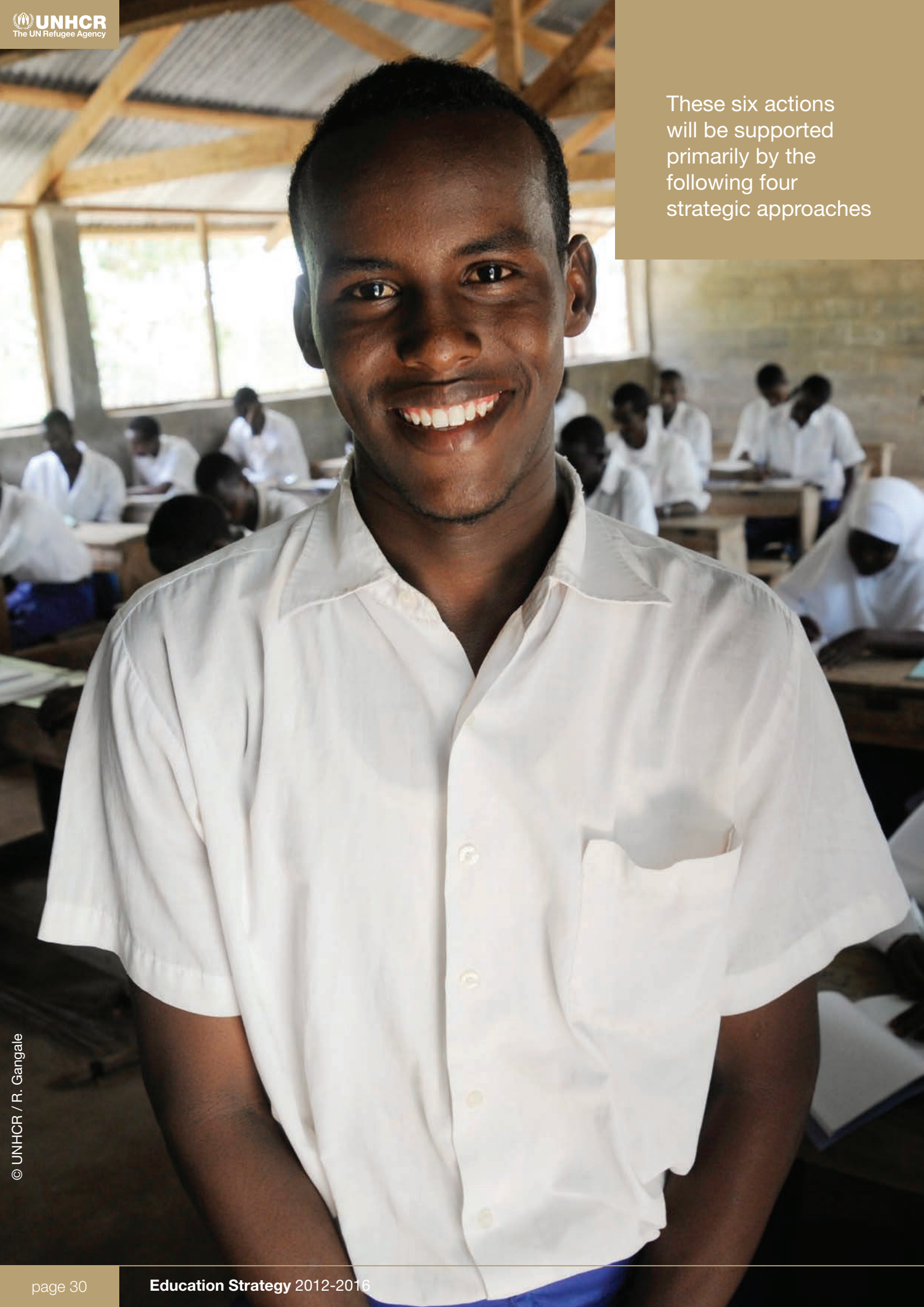
- Ensure that there are dedicated personnel to design and coordinate the emergency education response, including through deployments. This work includes coordination with existing Education Clusters in the context of complex emergencies to harmonise education approaches where benefits to refugee children can be realised and to collaborate in conversations with national education authorities and in writing emergency appeals. It also includes appropriate selection of technically-skilled partners.

## Objective 6: Provide access to education opportunities as early as possible during an emergency

\*Priority indicators are highlighted. Other indicators are optional.

| Key Strategies  | Indicators of Achievement  | 2012 baseline | 2014 target | 2016 target |
|---|--|---------------|-------------|-------------|
| <b>6.1 Improve preparedness and response capacity</b>                     | <b>6.1.1</b> % of country operations with emergency contingency plans that have an education component   |               |             |             |
|   | <b>6.1.2</b> % of country operations that include education provisions within contingency supply plans   |               |             |             |
|   | <b>6.1.3</b> % of country operations that employ Disaster Risk Reduction approaches in education   |               |             |             |
| <b>6.2 Provide access to learning spaces/schools for refugee children</b> | <b>6.2.1</b> % of girls and boys enrolled in primary school (net enrolment rate: NER = children enrolled at the correct age for their grade)       |               |             |             |
|   | <b>6.2.2</b> % of girls and boys enrolled in primary school (gross enrolment rate: GER = total number of children enrolled regardless of age)      |               |             |             |
|   | <b>6.2.3</b> % of schools/learning spaces with trained teachers <sup>10</sup>  |               |             |             |
|   | <b>6.2.4</b> % of schools/learning spaces implementing psychosocial support strategies   |               |             |             |
| <b>6.3 Improve inter-agency coordination in education response</b>        | <b>6.3.1</b> % of emergency response programmes in which education partners implement joint action plans with clear allocation of responsibilities |               |             |             |

<sup>10</sup> Where teachers have received a minimum of 3 months training.



These six actions will be supported primarily by the following four strategic approaches



# Strategic Approach A

Partnerships will ensure quality and protective education for refugee children and young people

**This strategic approach aims to develop and strengthen partnerships that augment UNHCR's ability to provide quality and protective education for refugee children.**

**Expected Result 11:** 100% of Country Programmes maintain a strong working partnership with the Ministry of Education at national and local levels.

While UNHCR must ensure quality education for refugees, UNHCR is not a specialised education agency. Partnerships provide a critical opportunity for UNHCR to meet the challenges to fulfill its mandate for refugee education. Aside from formal education, UNHCR depends on the expertise of partners for specific areas such as literacy, information management, youth programmes, safe learning environments, among others.

UNHCR advocates consultation with refugees in order to determine the most appropriate approach to refugee education in each context. This decision will be contextual and depends primarily on refugees' location, the language of instruction, the estimated duration of exile, reception arrangements, and on refugees' desires.

In many situations, the integration of refugee learners within national systems may be the optimal approach to ensuring quality and protective education. Refugee children attend public schools where UNHCR provides support to improve education systems and learning conditions for both refugee and host community children. Refugee and host communities alike benefit from established education systems that include on-going efforts to improve teachers' skills and to assess and strengthen learning. Mainstreaming in national systems is particularly applicable in rural and urban settings, but it is also appropriate in many camp scenarios. Given the transferability of skills and knowledge, it is the quality of the learning and not only the language and curriculum that make a particular education response most relevant and useful for repatriation or resettlement.

In some situations, especially in countries that are not signatory to the 1951 Convention, integration within national systems is not immediately possible or appropriate. In any parallel education system, efforts are necessary to ensure that refugees follow a certified curriculum of either the host country or the country of origin, which may need to be accompanied by intensive support for language skills in the host country language and/or mother tongue instruction.

## Key Activities Include

### Situational analyses

- Undertaking situational analyses in the context of the particular dynamics of a given conflict to support decisions on education planning and programmes, including assessing the content and structures of education such as curriculum, language of instruction, and relationships between actors, in addition to areas such as non-enrollment and reasons for drop-out.

### Integration within national systems

- High-level advocacy with national Ministries of Education to negotiate equal access for refugees to national education systems.
- Implementation of strategies aimed at creating socially and academically inclusive environments for refugee learners in national schools that support their integration and retention in school, with strong community input, involvement, and oversight.
- Advocacy with national Ministries of Education for incorporation of information management within national education monitoring systems.

### Partner expertise in education

- Selection of Partners with proven technical expertise in education to provide on-going monitoring of refugees' progress within national systems and/or to provide effective design and leadership of specialised refugee education programmes where required.

### Partnership with UNICEF

- Coordination with UNICEF under the terms of the partnership on strengthened UNICEF-UNHCR cooperation, to draw on the expertise of their field-based education officers; on their long-term relationships with national Ministries of Education; and on existing programming that may serve the educational needs of refugees. Engagement with UNICEF at the field level will lead, where appropriate, to the implementation of jointly-developed action plans.

### Language training

- Provision of intensive language training for refugees, where needed, to ensure smooth integration into national systems.
- Support for supplementary language classes in the home country language in a situation where the language of instruction is different from the mother tongue.

### Facilitation of voluntary repatriation and resettlement

- Developing relationships between host country and home country stakeholders, including UNHCR, UNICEF, and concerned NGOs, to facilitate reintegration through recognition of studies/examination results and/or provision of intensive language training.
- Supporting education system development during voluntary repatriation in partnership with home country Ministries of Education in order to support a durable reintegration, including intensive language training where necessary.
- Advocating that resettlement countries have a clear strategy for education participation for resettled students at all levels of education, including recognition of certification from home or host country.

## Strategic Approach A: Develop and strengthen partnerships that augment UNHCR's ability to provide high quality and protective education for refugee children

\*UNHCR Focus indicators 2012-13 are in bold. Priority indicators are highlighted. Other indicators are optional.

| Key Strategies   | Indicators of Achievement  | 2012 baseline | 2014 target | 2016 target |
|--|--|---------------|-------------|-------------|
| <b>A.1 Strengthen collaboration with MoE and education networks</b>                  | <b>A.1.1 % of countries with active working partnerships with MoE</b>  |               |             |             |
|  | <b>A.1.2 Active education strategy endorsed by partners and national authorities established (yes/no)</b>                                    |               |             |             |
|  | A.1.3 % of countries with full UNHCR participation in Education Coordination Mechanisms  |               |             |             |
| <b>A.2 Strengthen the quality and breadth of programmes with Partners</b>            | <b>A.2.1 % of IPs that fully meet education partner criteria</b>   |               |             |             |
|  | A.2.2 % of IPs using monitoring data to inform quality programme planning  |               |             |             |
|  | A.2.3 % of assessed education needs met by IP programming  |               |             |             |
| <b>A.3 Build strong collaboration with UNICEF</b>                                    | <b>A.3.1 % of countries implementing a joint action plan with UNICEF</b>   |               |             |             |
| <b>A.4 Support education system development during repatriation and resettlement</b> | <b>A.4.1 % of repatriation countries with a clear strategy for education reintegration for returnee students at all levels of education</b>  |               |             |             |
|  | <b>A.4.2 % of resettlement countries with a clear strategy for education participation for resettled students at all levels of education</b> |               |             |             |
|  | A.4.3 % of repatriation countries that recognise studies/examination results from exile  |               |             |             |
|  | A.4.4 % of resettlement countries that recognise studies/examination results from home and host country                                      |               |             |             |
| <b>A.5 Provision of language training</b>  | <b>A.5.1 % of students attending language of instruction training</b>  |               |             |             |
|  | A.5.2 % of learners who enter their appropriate grade level after language training  |               |             |             |



# Strategic Approach B:

## Capacity development of UNHCR personnel and of partners will improve education programme management

**This strategic approach aims to develop the capacity of UNHCR personnel and partners to improve education programme management.**

**Expected Result 12:** 80% of programmes are supported by education partners with expertise in education.

Given the immense challenges in ensuring access to a high quality and protective education for refugees, the augmentation of educational expertise at field level is critical to the productive use of existing and additional resources. To do so requires cultivating relationships with stronger partners in education and strengthening the capacity of existing partners. This will concentrate specifically on strengthening the education and management expertise of national partners, including NGOs and CBOs, to effectively assess needs, plan and implement education programmes, monitor and measure impact. It also necessitates UNHCR staff with expertise in education in order to plan effectively with partners, provide strategic guidance, to monitor the work of Partners in line with objectives and impact, and to engage in high-level advocacy with Ministry of Education and other high-level officials. A major focus will be placed on strengthening the capacity of existing UNHCR personnel in basic education programme priorities and management. Establishing UNHCR's capacity and credibility in the education sector is central to effective collaboration with government authorities and with strong education partners.

### Key activities include:

#### Training for UNHCR staff

- Providing targeted capacity development of staff members responsible for managing education programmes through basic education training courses.
- Providing training for key staff on the global UNHCR Education Strategy 2012-2016.
- Strengthening policies that place staff with education expertise in appropriate Protection, Community Services and Programme positions, specifically in regional offices and in operations with large education programmes.

#### Technical assistance

- Providing specialised technical assistance to work with country teams to adapt the global strategy to the county context, in collaboration with partners.
- A number of international organizations with expertise in education will work with UNHCR to help in situations where we need to strengthen local education partners. They will also help to improve quality learning and will organise programmes for young people who have missed out on education.



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## Partner capacity development

- Providing capacity development of existing partners in planning, managing and monitoring quality education programmes and in emergency response.

### Education deployments

- Strategic deployments of secondments from standby partners to emergency contexts and to priority field sites, with emphasis on the use of the expertise of seconded officers in training for national officers.

## Strategic Approach B: Capacity development of UNHCR personnel and of partners will improve education programme management

\*Priority indicators are highlighted. Other indicators are optional.

| Key Strategies   | Indicators of Achievement   | 2012 baseline | 2014 target | 2016 target |
|--|---|---------------|-------------|-------------|
| <b>B.1 UNHCR staff training in basic education</b>       | <b>B.1.1</b> % of UNHCR staff managing education programmes who participate in basic education training           |               |             |             |
| <b>B.2 Provision of specialised technical assistance</b> | <b>B.2.1</b> # of priority countries that receive specialised technical assistance                                |               |             |             |
| <b>B.3 Partner capacity development</b>                  | <b>B.3.1</b> % of countries where partners receive specific training to strengthen education programming capacity |               |             |             |

# Strategic Approach C

## Measuring progress will strengthen learning results

**This strategic approach aims to build and strengthen mechanisms for accountability of learning in schools.**

**Expected Result 13:** 100% of programmes use data and related impact monitoring to inform and adapt education programme planning

Accountability for the learning of refugee children and young people is central to achieving the overarching goal of promoting a high quality and protective education for refugees, from which all of the Objectives in this Strategy stem.

Data collection and monitoring can help to promote learning in schools and other educational institutions. If properly designed, these systems can provide information on whether children are learning, what they are learning, and why. In order to do so, they must focus on the following:

- Measuring outcomes rather than inputs, in particular learning achievement and related school retention and completion;
- Formative assessments in which teachers monitor the progress of their learners and plan classroom activities according to perceived strengths and weaknesses;
- Independent sample assessment of core skills, notably literacy and numeracy;
- Summative assessments that determine whether learners have met learning outcomes for a complete course of study and that are comparable across contexts.

The value of data collection from summative and formative assessments and independent sample testing is in the shared analysis of information in order to evaluate programmes and adapt them to meet learning goals.

## Key Activities Include

### Standards and indicators

- Adapting standards and indicators to the local context, drawing on established international norms, to measure progress towards a quality and protective education for refugees, specifically focused on learning outcomes.

### Data management

- Establishing an education management information system (EMIS) for refugees, in collaboration with partners and feeding into the UNESCO EFA Global Monitoring Report, designed to support in-country collection and analysis of data, which will be used to identify arising issues, monitor trends, and inform education programming; and integrated within national EMIS in the host country where possible.





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

## Independent sample testing

- Establishing annual independent sample testing of refugee learners using a variety of reading assessment tools, including the Early Grade Reading Assessment (EGRA) in countries where this has been developed and validated; and other national assessment tools where possible.

## Data analysis for improved learning outcomes

- Training teachers in formative assessment in order to continuously evaluate the strengths and weaknesses of their learners and take steps to augment progress toward learning goals.
- Creating Learning Task Teams in each country, composed of UNHCR staff, Implementing Partner staff, Ministry of Education officials, and other relevant stakeholders charged with analysing learning achievement data and making recommendations for continuous improvement of education planning and programming, both for refugee and host community learners.

## Strategic Approach C: Build and strength mechanisms for accountability of learning in schools

\*Priority indicators are highlighted. Other indicators are optional.

| Key Strategies  | Indicators of Achievement  | 2012 baseline | 2014 target | 2016 target |
|---|--|---------------|-------------|-------------|
| <b>C.1 Strengthen systems to support education data collection and management</b> | <b>C.1.1</b> Development of outcome oriented standards and indicators                    |               |             |             |
|   | <b>C.1.2</b> % of country operations with a functioning EMIS                             |               |             |             |
| <b>C.2 Strengthen capacity to monitor learning achievement</b>                    | <b>C.2.1</b> % of country operations that conduct annual independent reading assessments |               |             |             |
|   | <b>C.2.2</b> % of teachers effectively implementing formative assessment of students     |               |             |             |
| <b>C.3 Ensure continuous analysis of data for programme planning</b>              | <b>C.3.1</b> % of country operations that have a functioning Learning Task Team          |               |             |             |
|   | <b>C.3.2</b> % of country operations that record education achievement statistics        |               |             |             |

# Strategic Approach D

## Innovative Use of Technology will Expand Education Opportunities

**This strategic approach aims to incorporate information and communication technology (ICT) within education service provision to improve quality, expand education access and increase opportunities.**

**Expected Result 14:** 50% of programmes have access to at least one form of information and communication technology within education service provision

Increasing access to information and communication technology is a high priority of the education strategy and is in strong demand by the refugee population. This will be done in a number of ways, ranging from computer use to classroom broadcasts to e-books and use of mobile phones for educational purposes. Multiple opportunities exist to broaden the scope of using technology within refugee education in both camp and urban settings, and in enabling refugees to develop skills that are very relevant for living in today's increasingly technological society.

### Key Activities Include

#### Computer technology

- Providing access to computers in formal education at primary, secondary and tertiary levels, and for non-formal education. This will be done both in collaboration with UNHCR's Computer Technology Access (CTA) programme and through accessing publicly available computer laboratories. Focus will be placed on group and peer learning opportunities; access to certified distance-based programmes and computer use for both education and livelihood purposes; and language skills training.

#### Open and distance learning for tertiary education

- Providing opportunities to access certified higher education courses through open and distance learning, facilitated by partnerships with academic institutions and partners with technical expertise in the sector.

#### Voice-over internet protocol technology in the classroom

- Introducing voice-over internet protocol technology (such as Skype) in classrooms to (i) enable refugee children to develop social contacts with school children in other countries and contexts; (ii) for improved quality of subject learning through educational programme broadcasting, including language; (iii) for teacher capacity development; and (iv) enabling teachers to participate in teacher support networks.

#### Use of e-books

- Creating access to reading material, literature and resource material through the provision of e-books both for formal education at primary and secondary levels and for non-formal education programmes.



## Strategic Approach D: Expand the use of Technology in Education Service Provision

\*Priority indicators are highlighted. Other indicators are optional.

| Key Strategies  | Indicators of Achievement   | 2012 baseline | 2014 target | 2016 target |
|---|---|---------------|-------------|-------------|
| <b>D.1 Increase access to computer use in education</b>   | <b>D.1.1</b> % of programmes accessing computers within formal education            |               |             |             |
|   | <b>D.1.2</b> % of programmes accessing computers within non-formal education        |               |             |             |
|   | <b>D.1.3</b> % of programmes accessing computers within tertiary education          |               |             |             |
| <b>D.2 Strengthen access to reading material through e-books</b>                                  | <b>D.2.1</b> % of programmes using e-books in primary education                     |               |             |             |
|   | <b>D.2.2</b> % of programmes using e-books in secondary education                   |               |             |             |
| <b>D.3 Increase access to voice-over internet protocol technology such as SKYPE in classrooms</b> | <b>D.3.1</b> % of programmes accessing technology such as SKYPE in primary school   |               |             |             |
|   | <b>D.3.2</b> % of programmes accessing technology such as SKYPE in secondary school |               |             |             |





# Strategy Roll-out and Priority Countries

In 2012-2013, thirteen priority 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 local context and existing education interventions. The additional countries to be targeted in 2013-2016 will be identified at a later stage, taking into account lessons learned from the 2012 roll-out and the evolving education situation at country level.

The twelve operations have been selected based on the following criteria:

## Selection criteria

- Education needs (taking into account available data, indicators and information)
- Size of the education budget and its level of implementation
- 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, if any
- Gender disparity relating to education
- Implementation capacity
- Operational setting (urban, protracted, camp, etc.) and geographical representation

To understand in more detail the rationale behind the selection of the roll-out countries, please consult Appendix IV: Education country fact sheets 2011.





## Education Unit Support

The Education Unit in Geneva will support the selected operations with:

- Training on the new Education Strategy 2012-2016, the new Education Policy and Guidelines, and on education priorities
- Targeted field missions and technical assistance to adapt the education strategy to the individual country context and continued support to implement country-based strategies
- Technical support to implement an education management information system (EMIS)
- Monitoring and evaluation of progress, including documentation
- Advocacy and fundraising

## Education Management Information System (EMIS)

One of the main recommendations of the 2011 education review was related to the low relevance of collected education data, the limited availability of data across operations and between the field and HQ, and short organizational memory concerning education. To respond to this recommendation, with technical assistance from UNESCO, the Education Unit will support the development and roll-out of an education management information system, linked with UNHCR's current information





management system. This EMIS will provide the tools, capacity development, data base and dissemination system 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

In addition to the thirteen priority countries in question, support in 2012 to establish an EMIS will be extended to the Central African Republic and Rwanda, who together with the DRC and Chad participated in an EMIS workshop held in November 2011 in Geneva.

## Technical expertise to achieve the strategy

In addition to providing targeted capacity development to UNHCR staff managing education programmes, a limited number of national field-level Education Officer positions will be created in priority countries for 2012 and subsequently in additional countries according to need. A number of technical advisors will provide technical assistance to priority countries, and will spend a substantial amount of time in-country, working with the country team and partners to adapt the global strategy to the local context. In addition, agreements with a select number of international organisations will be developed, detailing the support that they can provide to country offices to strengthen education programme implementation, including capacity development of existing partners in planning, managing and monitoring quality education programmes and emergency response.







**UNHCR**  
The UN  
Refugee Agency

United Nations High  
Commissioner for Refugees  
Case Postale 2500  
1211 Geneva 2  
Switzerland

Tel: (41 22) 739 8433  
Fax: (41 22) 739 7344  
e-mail: [HQT500@unhcr.org](mailto:HQT500@unhcr.org)  
internet: [www.unhcr.org](http://www.unhcr.org)