



unicef
for every child

Education Uprooted

For every migrant, refugee and displaced child, education

Acknowledgements

Special thanks:

This advocacy brief benefited from the support, expertise and contributions of teams and individuals within and outside UNICEF. A special thanks goes to: Jo Bourne, *UNICEF Chief of Education*; Caroline den Dulk, *UNICEF Deputy Director, Division of Communication*; Leila Toplic, *NetHope*; Friedrich Affolter, Marta Arias, Catherine Barnett, Thierry Delvigne-Jean, Maria Fernandez, Toby Fricker, Naoko Imoto, Ye Ra Kim, Katya Marino, Juan Pablo Giraldo Ospino, Morgan Strecker, Anja Teltschik, Georgina Thompson, Rudina Vojvoda and Carolin Waldchen

Report Team

Data and analysis: Suguru Mizunoya, Xinxin Yu and Gabrielle Bonnet

Reporting and research: Amy Blomme, Irene de Lorenzo-Caceres

Cantero, Abed Elmajeed Elnami, Mercy Kolok and Nikita White

Writer: Tara Dooley

Publication manager: Mamura Nasirova

Copy editor: Mary Jo Frederick

Fact checkers: Yasmine Hage and Xinyi Ge

Design

Benussi & the Fish

© United Nations Children's Fund (UNICEF)

September 2017

Permission is required to reproduce any part of this publication. Permissions will be freely granted to educational or non-profit organizations. Others will be requested to pay a small fee. Please contact:

UNICEF: Division of Communication and Programme Division,
Education, UNICEF

Attn: Permissions

3 United Nations Plaza, New York, NY 10017, USA

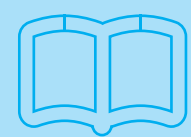
Tel: +1 (212) 326-7434

Email: nyhqdoc.permit@unicef.org

ISBN: 978-92-806-4909-3

Education Uprooted

For every migrant, refugee and displaced child, education












Whether a migrant, refugee or internally displaced, a child is a child. And every child has the right to an education.

Yet many of the 50 million uprooted children in the world are in desperate need of education – not *despite* being uprooted from their homes but *because* they are uprooted from their homes. For without education, how will they gain knowledge and skills to rebuild their lives? How will they be able to chart a path to a more peaceful and prosperous future for themselves, their families, their communities and the world?

Finding ways to provide education for uprooted children will require funding, creativity and commitment. Together, we can, and must, find solutions so every child can go to school and learn. Children's futures – and our own – depend on it.

Table of contents

	1	Uprooted	5
	2	Education uprooted	13
	3	In emergencies	21
	4	Solutions	25
	5	Collaboration and co-creation	29
	6	Issues that matter	31
	7	Call to Action	32
		Endnotes	33





1

Uprooted

Gunshots in the middle of the night signalled the start of Tamam Jany's life on the move – and the disruption of his education.

It was December 2013 and the outbreak of conflict in South Sudan drove Tamam, his parents and siblings from their Juba home to a United Nations Protection of Civilians (POC) camp for families seeking shelter from the fighting.

Though Tamam's extended family tried to find learning opportunities for him in Kenya and Uganda, the costs were prohibitive and he feared for his family's safety, so he returned to the camp. Now 15, Tamam attends classes in the camp and hopes to complete his primary education soon. Eventually, he wants to become a mechanical engineer (*see page 11*).

"My future may seem bleak for now, but with education, and hopefully peace in my country, a better day will come for me, for my family and for the people of my country," Tamam said.

Like Tamam, children who are uprooted from their homes lose much more than the roof over their heads. Many lose family members, friends, safety and routines.

Without an education, they risk losing their futures.

Regardless of whether they are migrants, refugees, or internally displaced, children are children. They have a right to education. And they have a right to the safety, stability and opportunity that education can provide.

However, for many millions, leaving home puts an end to their education. There is little data on migrant or internally displaced children and education,¹ but there is information on refugees:

- Refugee children are five times more likely to be out of school than other children.
- Only 50 per cent of refugee children are enrolled in primary school.

- Less than 25 per cent of refugee youth are enrolled in secondary school.
- In countries affected by conflict, girls are 2.5 times more likely to be out of school than boys.²




Children, not terms


Refugee, migrant, displaced. They are categories that have specific legal meanings that correlate to a child's status in a country.

- ▶ **Migrant:** A person who is moving or has moved across an international border or within a home country regardless of whether the move is voluntary or involuntary and regardless of the length of stay.
- ▶ **Refugee:** A person who lives outside the country of nationality and is unable to return because of persecution or fear of persecution based on race, religion, nationality, membership of a particular social group or political opinion.
- ▶ **Asylum seeker:** A person who seeks refuge in a country to which they have fled because of persecution.
- ▶ **Internally displaced persons:** People who fled their homes – but not their countries – because of armed conflict, violence, disaster or a violation of human rights.
- ▶ **Uprooted:** A general, non-legal term used in this report for people who have left their place of origin for any reason. They may be migrants, refugees or internally displaced.


Source: United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, pp.




Failure to provide learning opportunities for children who have been uprooted has profound consequences for individuals and nations.



Without education, children lack the skills and knowledge they need to build their adult lives, support their families and provide for their future. They are forced to the margins of society.




Without the skilled workforce and engaged citizenry that comes with high-quality education, nations falter. And the discontent that grows out of lost potential can put communities and economies at risk.




Providing learning opportunities for children who have been uprooted presents challenges. It requires overcoming obstacles driven by conflict, danger, transience, poverty, xenophobia, psychological stress, and language and cultural barriers.




The obstacles are not insurmountable.



For four years, 17-year-old Tasneem struggled to continue her education even after her family fled conflict in Syria and settled in the Za'atari Refugee Camp in Jordan. Her hard work resulted in top scores on the exam that paves the way to university studies. But the effort took dedication – from Tasneem and others (see page 18).



“I am so grateful,” 17-year-old Tasneem said. “Everyone around encouraged and supported me.”



Despite her success, Tasneem still faces challenges: University studies require financial resources that will be difficult for Tasneem’s family to provide.



Children uprooted

In 2016, UNICEF issued An Agenda for Action on Children, Migration and Displacement. The six-point agenda calls on governments and world leaders to place children at the centre of policy decisions about migration. The fourth item on the agenda focuses on education and other services. It states:

Keep all refugee and migrant children learning and give them access to health and other quality services.



Agenda for Action on Children, Migration and Displacement

UNICEF calls on governments and world leaders to:

1. Protect child refugees and migrants, particularly unaccompanied children, from exploitation and violence.
2. End the detention of children seeking refugee status or migrating.
3. Keep families together as the best way to protect children and give children legal status.
4. Keep all refugee and migrant children learning and give them access to health and other quality services.
5. Press for action on the underlying causes of large-scale movements of refugees and migrants.
6. Promote measures to combat xenophobia, discrimination and marginalization in countries of transit and destination.

Source: United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, pp. 111–112. United Nations Children's Fund, *Global Programme Framework on Children on the Move*, UNICEF, New York, April 2017.

Providing learning opportunities tailored to the needs of children uprooted from their homes has never been more important for more children. The prolonged effects of climate change, economic crises, conflict and rising inequality not only push children and families from their homes, they displace them for years, even decades.³ As a result, there are children around the world who miss out on the safety, stability and structure of a positive and safe learning environment.⁴

In 2015, there were 27 million children out of school in 24 conflict-affected countries.⁵ In the same year, nearly 50 million children were migrants, refugees or internally displaced. More than 28 million of them were forced from their homes because of violence and insecurity.⁶ By one calculation, emergencies and protracted crises have disrupted the learning opportunities and quality of education for 75 million children aged 3–18 in 35 crisis-affected countries.⁷

Indeed, the number of children uprooted from their homes is higher now than it has been in recent decades.⁸

For example:

- The number of child migrants rose 21 per cent from 2005 to 2015.⁹
- The number of child refugees under the mandate of the United Nations High Commissioner for Refugees (UNHCR) jumped 77 per cent from 2010 to 2015.¹⁰
- From 2005 to 2015, the number of child refugees under the protection of UNHCR doubled from 4 million to 8 million.¹¹

Why children are uprooted

Children and families leave their homes for many reasons. For some, conflict and war drive them away. Even then, some families stay until their resilience fades with the demise of health and education services. Others are forced out by natural and man-made disasters. The search for brighter prospects in other countries – security, jobs and higher standards of living – can propel children and families from their homes.

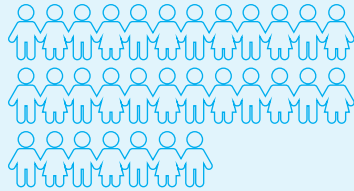
Educational opportunity is also a driving force for families and children. Even in emergencies, children and families have reported that education is their top priority.¹²

Education is often seen as a path to a good job, a way out of poverty and a chance to improve a family's living conditions.¹³ In a survey of refugee and migrant children in Italy, 38 per cent of those who intended to reach Europe said access to education influenced their decision to move.¹⁴ In interviews, young migrants from West and Central Africa have expressed a determination to move to Europe to earn a university degree in a country where the education system is more stable and better equipped. Their goal often is to return home to share their skills.¹⁵

Figure 1 Children, not numbers

Data on children uprooted are difficult to collect and much more research is required. But some general figures exist. In 2015:

31 million children were international migrants



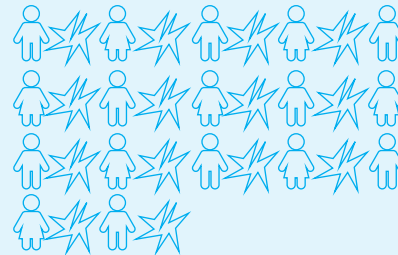
10 million children were refugees



1 million children were refugees seeking asylum



17 million children were internally displaced because of violence and conflict



Girls and boys cross borders into new countries in equal number

Source: United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, pp. 6–7.

On their own

Children, adolescents and youth also undertake journeys alone – often at great peril – to find their parents or seek opportunity. In 2015, nearly 100,000 unaccompanied children, mostly from Afghanistan, Eritrea, Somalia and the Syrian Arab Republic, filed asylum claims in 78 countries.¹⁶ This number was the highest it has been since 2006, when UNHCR started collecting the data.

Children travelling on their own can be particularly vulnerable to dangers including abuse, exploitation, trafficking and violence by smugglers. Adolescent girls on their own face particular risks because they are more likely than boys to become victims of sexual and gender-based violence.¹⁷

Children and youth with low levels of education are at particular risk.

In a recent survey of children moving across the Central Mediterranean route to Europe, 90 per cent of adolescents without education reported exploitation compared with 77 per cent of children with primary education and 75 per cent with secondary education. On the Eastern Mediterranean route, 23 per cent of adolescents without education reported exploitation compared with 20 per cent with primary education and 14 per cent with secondary education.¹⁸

Many of the adolescents surveyed had been out of school for more than a year.¹⁹





“A better day will come”

After a night huddled on the floor to stay safe from gunfire, Tamam Jany and his family fled their home and the violence in Juba. Now 15, Tamam told his story to Mercy Kolok, a UNICEF Communication Specialist, on 15 August 2017.

With heavy hearts, we left our home and all our belongings and set off in my father’s car. On our way, I saw several dead bodies by the road side and people being arrested by men in military uniforms. Our car was stopped several times by soldiers, but we were let go because my father could speak their language.

When we reached the UN compound, my father told us to go inside and wait for him while he went to buy some food. He promised to join us immediately, but that was the last time we ever saw him. We heard rumours that he was killed a few metres from the gate of our safe haven.

Inside the compound, the days quickly turned into months, and our hopes of being able to return home slipped away. My three brothers, two sisters and I were no longer in school. We lived in a small tent made of plastic sheets, and getting food was a daily struggle.

Since I am the oldest boy in our family, my uncle decided to take me to Kenya so that I could continue my

education. I was sad to leave my mother and siblings, but I knew the only way to get my family out of misery was through education. Despite joining school in Kenya, life was very difficult and the expenses were growing. In the end, my uncle could not afford to keep me there, so he had to bring me back to Juba after just three months.

I started attending the school in the POC in January 2015. After a few months of classes, my uncle decided to again take me away, this time to Uganda, where he thought the cost of living would be cheaper.

I studied in Uganda until July 2016, when fighting broke out again in South Sudan. I could not sleep or concentrate in school because I was very worried about my family. I had to come back and be with them. I felt it was better for me to be with them than worry all the time. I dropped out of school and came back to Juba.

Since my return from Uganda, I have been studying at a UNICEF supported school in the United Nations compound. I am now in Class 7 and hope to complete my primary education next year.

I have lost so much time out of school. I have lost my father, friends, neighbours and even my home, which was destroyed. But what is important is that I am in school.

Photo: Tamam Jany, 15, South Sudan.



الموضوع / التغيير
هذا الاقل عن ...
عن ...
...



2

Education uprooted

Education is a right and a critical opportunity. For children and adolescents worldwide, it holds the key to a life with less poverty, better health and an increased ability to take the future into their own hands. For nations, it holds the key to prosperity, economic growth, and poverty reduction.

Especially in times of crisis, education can offer a child stability, protection and the chance to gain critical knowledge and skills. Schools can also serve as social spaces that bring together family members, and create bonds of trust and support.

For very young children, early childhood development programmes and learning opportunities can provide a sense of normalcy and help create a buffer against the stress of upheaval.²⁰

Barriers to education

Education is one of the first services demanded by families and children during crises. And yet, it is all too often the first service suspended and one of the last services resumed. Though families and children claim education as a top priority, the barriers to getting an education remain formidable.

For children living in conflict zones, disasters and other emergencies, attending school can be an act of courage. In many countries, including Iraq, Libya, Nigeria, Sudan, Syria and Yemen, schools have been targeted for attack, putting teachers' and students' lives at risk.²¹ Disaster and conflict have destroyed infrastructure including school buildings and water, sewer and electrical systems. In these contexts, resources are scarce and education systems crumble.

A May 2017 assessment of governorates in Syria showed that safety getting to and from school, lack of teaching staff, destroyed facilities, lack of materials and distance to school were the primary reasons children did not attend.²²

In some instances, learning opportunities are not available in languages children and families understand or at a level of quality that makes attending worth the effort. For example, about two thirds of refugees live in areas where none of the official languages is the official language in their country of origin.²³ In addition, school qualification certificates are not acknowledged across borders and school systems.

In Turkey, for example, temporary education centres that are not registered or do not meet the Ministry of National Education's regulatory standards are not accredited. So students in these schools do not receive certificates when they complete their studies, making it difficult to provide proof of their learning achievements.²⁴

In many countries, placing children in the correct grade can also be difficult because standards are not always international and qualifications are not always transferable.

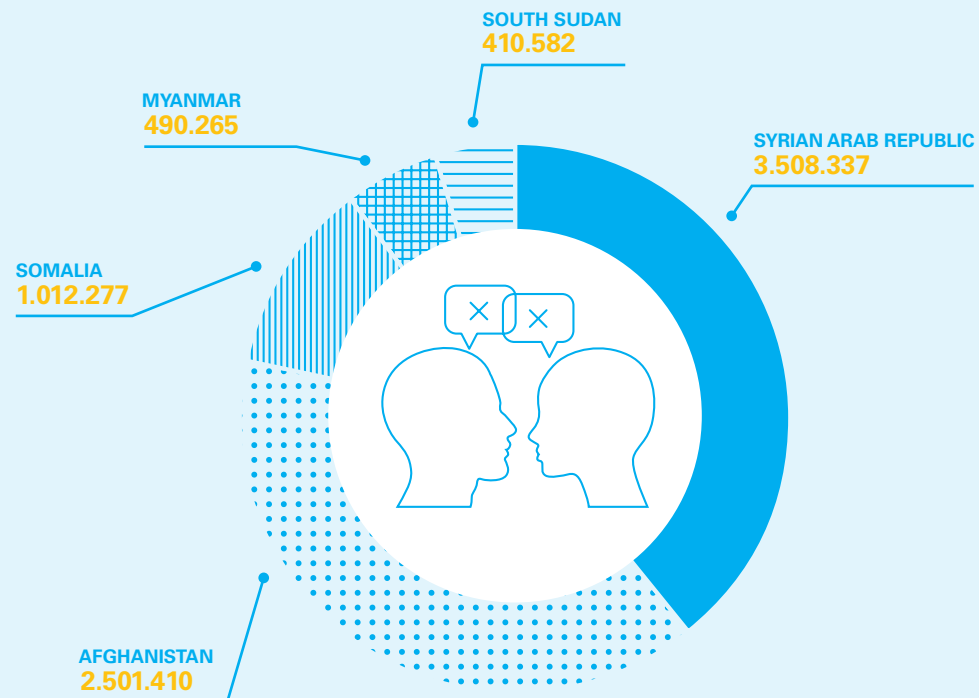
Children who have arrived in countries where they plan to stay can face barriers to entering public school systems. For some, information is unavailable or language and cultural barriers make it difficult to gain access. The upheaval of the journey and the instability of living arrangements in a new environment can make it difficult for a child to learn. Xenophobia, exclusion and stigmatization can create inhospitable – or dangerous – environments for children seeking to join a new school system. These factors can discourage children from attending school, making new friends and finding comfort in their new homes.

In addition, many children and adolescents who arrive in new countries prioritize work, often because they are forced to do so. Some are under pressure to send money back home to help support their families.²⁵ Indeed, reports indicate that child labour is on the rise among Syrian refugee children and the children in host communities.²⁶ Child marriage is another risk children face when they are uprooted from their homes.²⁷

In some countries, children face legal barriers to accessing education. For example, only 10 European Union Member States recognize the right of undocumented migrant children to enter the school system, and five explicitly exclude them from free schooling.²⁸

Even without legal barriers to education, undocumented children must overcome many hardships including fear of deportation, a lack of access to information, and little hope of pursuing higher education.²⁹

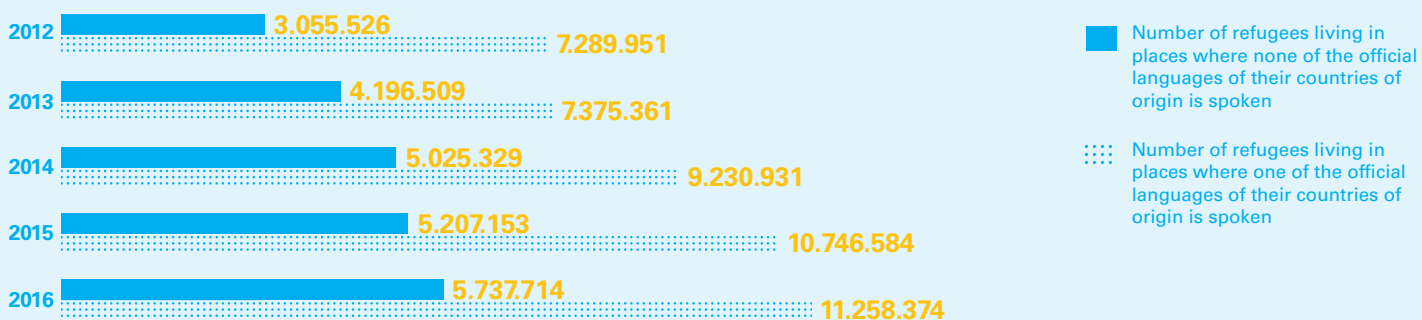
Figure 2
The top 5 countries of origin with the most number of refugees who live in places that share none of the same official languages as their country of origin.



Source: UNICEF analysis using UNHCR global data base, 2017.

Figure 3

The increase in the number of refugees means that even more children live in countries that do not share an official language with their country of origin.



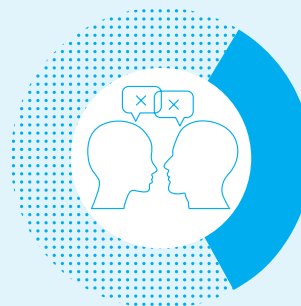
Source: UNICEF analysis using UNHCR global database, 2017.

Figure 4

Millions of refugees find themselves in countries where they do not speak the language. For children, this can be a barrier to education.

66%

In 2016, share of refugees living in places where none of the official languages is spoken in their countries of origin



34%

In 2016, share of refugees living in places where one or more of the official languages is spoken in their country of origin

Source: UNICEF analysis using the United Nations High Commissioner for Refugees (UNHCR) global database, 2017.




Germany




Inequities in access puts 'childhood on hold'


For refugee and migrant children who arrive in Germany with their families, entry into the school system is too often determined by chance.




There are a number of factors that come into play: the country of origin; the rules of the federal state where they land; and their prospects for permanent residence in Germany. Any of these factors can put refugee and migrant children at a disadvantage as they pursue their education. The disadvantages are stark compared with the learning experiences of their German peers.³⁰



With a large influx of children, the UNICEF refugee and migrant response in Germany initially focused on helping meet the protection needs of children and families in refugee centres. There was also a strong effort to establish child-friendly spaces and services. However, by 2017, it had become clear that children's right to education was also at risk.



Data on the number of refugee children in the formal education system is not collected uniformly throughout the country. The education system is decentralized and the rules and procedures differ in the country's 16 federal states. This means that a national count of out-of-school children who are refugees or migrants is unavailable.



However, a recent UNICEF study, *Childhood on Hold*, indicated that many refugee and migrant children who live in refugee reception centres in Germany face significant legal, administrative and structural barriers that prevent them from attending formal education in Germany's decentralized public school system.

Children often reside for more than a year in reception centres because of lengthy asylum processes. While in the reception centres, children are not allowed access to public education in most circumstances. In addition, access to day care, preschool, quality childcare and child-friendly services is limited. Exclusion and stigmatization is also a challenge that refugee children face as they attempt to learn, integrate into German life and recover their psychosocial wellbeing after being uprooted.

To date, UNICEF efforts have focused on working with partners to: set minimum standards for the protection and well-being of refugees in centres; train centre managers and frontline workers; and create child-friendly spaces for early childhood development and learning programmes.

The emerging – and alarming – evidence of inequity has made education a key priority for UNICEF. As a result, plans are in place with the German Government to establish education coordinators in cities to help foster the integration of refugee children in mainstream schools. UNICEF also plans to collect information on refugee children and education by working with partners and the government to gather data and conduct assessments of integration and social cohesion in selected schools. This evidence will further inform advocacy and provide an important evidence base for policy and programming for refugee children in Germany.

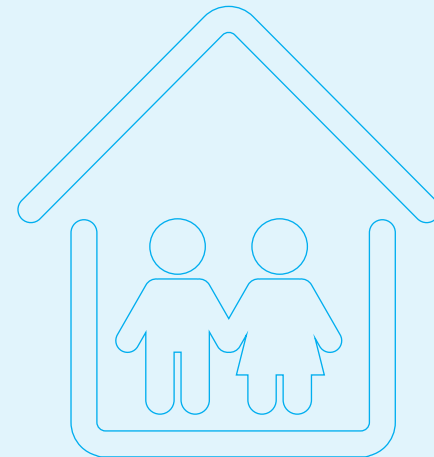
Figure 5 Seeking asylum in Germany

In 2015 and 2016, there were more than **1.2 million** requests for asylum.

Of these requests:

- Nearly **400,000** were children aged 0–17
- **162,085** were children aged 0–6, early childhood development and preschool age
- **173,916** were children aged 6–16, school age

Source: German National Contact Point for the European Migration Network, Migration, Integration, Asylum, Political Developments in Germany 2016, Annual Policy Report, EMN, June 2017, p.36.





Top of the class

The journey to top marks and a pathway to university studies was not simple for 17-year-old Tasneem.

War drove her and her family from their home in Syria to the Za'atari Refugee Camp in Jordan.

When she arrived, Tasneem was disoriented by her new surroundings and learning environment and struggled with the shock of displacement. For a while, she even thought that education might not be that important compared to the task of simply surviving.

But after four years of doggedly pursuing her education and never missing a year of school, her work has paid off.

On the Jordanian Tawjihi, the General Secondary Education Certificate Examination, Tasneem earned the top score for

Syrian students in refugee camps. With a score of 86.7 per cent, she also scored among the top 10 students in the Mafrq Governorate education system. Her score qualifies her to attend university in Jordan.

Passing the certificate examination is the first step. But Tasneem's journey to continue her education will still not be simple. Some costs will be difficult for Tasneem's family to cover – tuition, transportation and textbook expenses, for example.

Still, the obstacles have not dampened Tasneem's enthusiasm.

"I've managed to cross the first hurdle, thanks to God, my family, teachers and friends," she said. "I will try for a scholarship. Hopefully it will all work out with God's blessing."

Source: Adapted from a story by Abed Elmajeed Elhami of UNICEF Jordan.

Photo: Tasneem, 17, Za'atari Refugee Camp in Jordan





**3**

In emergencies

During and in the immediate aftermath of emergencies, education is not a luxury but a necessity. Organizations from around the world are engaged in providing children with safe spaces to learn.

In 2016, UNICEF reached 11.7 million children in emergencies with educational support. Efforts included providing formal and non-formal learning opportunities, materials, teacher training and life skills classes.³¹

In Syria, UNICEF and partners have engaged in ‘back to learning’ initiatives to increase school enrolment. They have also offered condensed curricula for children who have missed out on parts of their education. In South Sudan, UNICEF works with partners to provide school materials including textbooks, protected learning spaces and teacher training.

UNICEF takes on similar work in other countries such as Afghanistan, the Central African Republic and Pakistan. UNICEF alone reaches 45 per cent of children in need of education services in emergencies.



Education Cannot Wait

Despite the importance of education in emergencies, only 3.6 per cent of the humanitarian funding in the world is earmarked for education in times of crisis. Launched in May 2016, Education Cannot Wait is the world’s first dedicated fund for education in emergencies. The fund seeks to generate greater shared political, operational and financial commitment to fulfil the educational needs of children in emergencies.

UNICEF is currently hosting the secretariat of Education Cannot Wait, which is supported by key partners, including The Global Partnership for Education (GPE), the Government of Norway, and the United Kingdom’s Department for International Development (DFID), The United States Agency for International Development (USAID) and the United Nations Special Envoy for Global Education.

Education Cannot Wait features two financing mechanisms: First Response grants at the onset or escalation of crises and the Multi-Year frameworks in protracted crises.

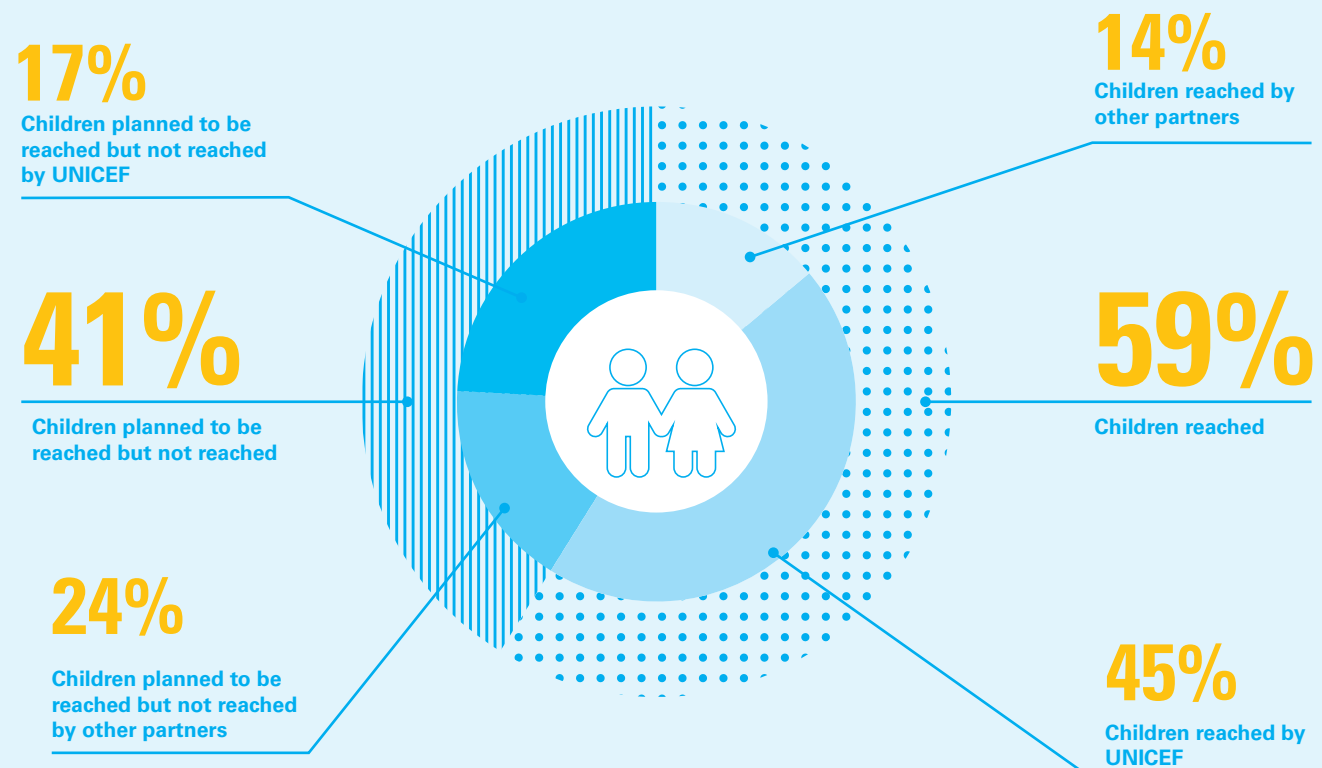
So far, Education Cannot Wait has mobilized over US\$113 million from government donors and a pledge of US\$100 million in both financial and in-kind support from the private sector. Grants have been made for education efforts in Chad, Ethiopia, the Syrian Arab Republic and Yemen.

Source: United Nations Children’s Fund, *Annual Results Report Education 2016*, UNICEF Education Programme, New York, June 2017, p. 9 and p. 91.

Figure 6

Despite global efforts, 41 per cent of children in emergencies who are identified as in need of education services are not reached.

Percentage of children in emergencies reached with education services by UNICEF and other organizations



Source: UNICEF database, 2017.



Syria: No Lost Generation

Since the conflict in Syria began in 2011, more than half of the population has fled their homes; 4.8 million have sought refuge in the region and 6.3 million are internally displaced.

The war has had a devastating effect on education. The country's formal education system has lost about a third of its personnel. Schools have been damaged or destroyed. Some have been turned into shelters or requisitioned for military uses.

No Lost Generation, an initiative established in 2013 by multiple partners, has worked within international frameworks to support children from Syria and Iraq affected by conflict. The initiative focuses on education, child protection and providing positive engagement opportunities for adolescents and youth.

Both in Syria and in countries that host refugees, such as Egypt, Iraq, Jordan, Lebanon and Turkey, there has been some progress. In the 2015/2016 school year, an increase in enrolment meant that the out-of-school population dropped from 2.12 million (40 per cent) to 1.75 million (32 per cent).

There was also a decrease in the out-of-school population in the five host countries. In December 2015, 45 per cent of registered school-aged refugee children from Syria were out of school; however, by December 2016, that figure had dropped to 34 per cent.

There is still much work to do. Nearly 6 million children in Syria are in need of education assistance, and nearly 535,000 children in host countries are out of school.

No Lost Generation has called on partners to provide US\$1.4 billion in annual funding to strengthen education systems in Syria and host countries and improve the quality of learning for Syrian children.

Source: No Lost Generation, 'Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On', Brussels Conference Education Report, No Lost Generation, April 2017.



Date: 15/8/2016

Social Science

Water

Wells, and Rivers

* Do you know of any other ways people get water?

unicef
unicef for children



4

Solutions

There is no silver bullet solution for providing education for migrant, refugee and displaced children. But around the world, governments and their partners have confronted challenges and started to see success. For example, in Lebanon, the Government has strengthened the education system as part of its efforts to accommodate an influx

of refugees. In Chad, efforts to strengthen the education system have involved innovative technological solutions to operational challenges. In Greece, efforts include outreach to unaccompanied children and helping children overcome language barriers to education. The following case studies show some of the solutions in action:

Lebanon

Bolstering a school system for refugees and local communities³²

The influx of children and families seeking refuge from the Syrian conflict has presented challenges for Lebanon – for refugee children and the school system that has sought to accommodate them.

For uprooted children, there were subjects taught in French or English, a different curriculum and a new culture. Many struggled in the aftermath of their experiences of war and the perils of their journey to Lebanon. Most had left behind homes, belongings and friends. Some had lost parents and family members.

For the public education system, the new students placed additional demand on a system already under stress. Rather than providing education in camps or informal settlements, the Government of Lebanon showed leadership and turned challenge into opportunity. With UNICEF and partners, the government worked to integrate refugee children into the public schools as it strengthened the system for all students.

In response to the arrival of Syrian refugees, the Lebanon Ministry of Education and Higher Education launched the Reaching All Children with Education (RACE) plan in 2013. RACE has doubled student enrolment in Lebanon's public school system compared with enrolment in 2011. In 2017, 204,000 Lebanese and about 195,000 non-Lebanese children attend public school.

The increase in students required that the system address barriers to education such as space, enrolment costs, and transportation. But there were also efforts to improve the quality of education with teacher training and curriculum guidance.

The overall growth in the system was possible, in part, by an increase in the number of 'second shift' schools from 88 in 2013 to 314 in 2017. Non-Lebanese children in second shift schools have an 86 per cent attendance rate, which is near the region's average attendance rate of 90 per cent. Nearly 60 per cent of refugee children who took Grade 9 exams passed in 2016.


The system has also benefited from a strong Alternative Learning Programme accredited by the Ministry of Education. The programme reaches out to Syrian children aged 7–17 who have missed at least two years of school and prepares them to join the formal education system.

The Alternative Learning Programme features a condensed version of the Lebanese curriculum that focuses on core subjects of math, Arabic, English and French. The programme also offers psychosocial support and life skills lessons. In 2017, 20,000 children are expected to attend the programme. The goal for 2018 is to reach 22,000 children.




Chad


Operational challenges met with community-based solutions³³



The humanitarian crisis in the Lake Chad Basin has uprooted 2.6 million people, 1.4 million of them children. Throughout the region, which includes Nigeria, Cameroon, Niger and Chad, the crisis has left thousands of children trapped behind conflict lines and led to a dramatic increase in malnutrition.




In the Lake Region of Chad, more than 304,000 people experience food insecurity, and 22,000 children aged 0–59 months suffer from acute malnutrition. About 78,000 children are displaced by the conflict and 86 per cent of children aged 3–17 do not attend school.



The current crisis has shed light on the limits of the education system in the area. It has also emphasized the importance of education as a necessity for providing children with stability, support, skills and knowledge.



Throughout the crisis, UNICEF has worked with the Government of Chad and international partners to provide learning opportunities for every child. These efforts are integrated into plans to strengthen local school systems and involve the local community. They include the construction of primary schools, temporary learning spaces, latrines and multipurpose sports grounds – projects built with the support of the community.



However, many challenges remain. For example, most teachers in the Lake Chad region come from the local communities, and few have substantial training. Recently, Chad's economic crises forced the Government to delay payment or cut teachers' salaries and subsidies. When teachers are paid, many must leave their classrooms and travel long distances to collect.

Therefore, in an effort to train and pay teachers effectively, UNICEF, the Government of Chad and a local mobile phone company worked together to recruit 327 community teachers into a programme that provided training and a salary paid through a banking system accessed by mobile phone. The programme was initiated with emergency support from the Global Partnership for Education and will be further continued and scaled up with Education Cannot Wait.

Though the programme was only a few months old in mid-2017, initial responses have been positive. Parents and students have noticed a more stable school environment, and teachers received training– and pay.



Greece

Reaching unaccompanied children³⁴

Though Greece recognizes the right of every child to participate in the country's public education system, for children over 15 years old, including unaccompanied children, there are barriers to entry.³⁵

In August 2017, more than 18,000 refugee and migrant children lived in Greece. Nearly 2,000 of them were unaccompanied children. However, experts estimate that many more unaccompanied children do not live in official shelters, making it difficult to count or reach them with services.

In many parts of Greece, UNICEF and partners work to support children's education by offering non-formal learning opportunities aimed at preparing children to join the formal education system. Among the offerings are Greek, English, life-skills and basic literacy classes taught in Arabic, Farsi and Kurdish, the mother tongue for many uprooted children in Greece. Early childhood education for younger children is also available, and psychosocial support is at the heart of teaching and learning.

Anecdotally, there is a sense that unaccompanied children, especially those who expect to stay in Greece, are enthusiastic about learning. For example, Mehdi, a 16-year-old from Afghanistan, takes public transportation from a shelter for unaccompanied children to a non-formal education programme provided by UNICEF. His goal is to speak Greek.

"I want to come every day," Mehdi said. "The lessons are very useful for me. Also, the teachers don't treat us as strangers. They treat us as if we were their children."

In Greece, formal education opportunities are limited for unaccompanied children: 56 per cent do not attend school, according to a 2017 report by UNICEF and the Children on the Move Network.³⁶ There is no special provision of support for refugee children over 15 years old, and most have to learn Greek in order to fully participate in the public education system. About 18 per cent of the children have never attended school before.

In the 2017 report, the top reason that unaccompanied children in shelters did not attend school was a lack of available places in a local intercultural school and lack of the reception classes provided by the Ministry of Education for children up to 15 years old. Other reasons for low school attendance of unaccompanied children included: expectation of family reunification; apprehension about how they would be received in Greek schools; and psychological barriers.

One of the main reasons for lack of school attendance in Greece was language.³⁷





5

Collaboration and co-creation

Tackling the educational challenges faced by children uprooted from their homes can also be an opportunity. It is a chance for collaboration between governments, businesses, and non-governmental and international organizations. It is a chance to create innovative learning opportunities flexible enough to meet the needs of uprooted children.

Governments and their partners have sought out local solutions to educational challenges that exist around the globe. Yet, many still remain to be explored.

UNICEF recognizes a pressing and growing need to design educational opportunities that provide children with the knowledge and skills they need to be part of the future workforce. This task requires:

- Access to positive, welcoming and safe learning spaces.
- Content that can be adapted for use in multiple countries and languages.
- Internationally recognized certification that aligns with standards from advanced learning institutions and workplaces around the world.
- Alternative learning methods, materials and modes that can be adapted to best meet the educational needs of uprooted children.
- Solutions for the operational challenges of delivering quality learning opportunities such as finding secure learning spaces, paying teachers, managing information, and creating high-quality content tailored to the needs of multiple ages, learning levels, languages and cultures.

Tackling these challenges will require the reach, resources and creativity of partnerships, especially partnerships with the private sector. The possibilities for collaboration extend far beyond traditional means of corporate social responsibility. Efforts can include developing products and sharing expertise to help implement learning, operational and financial practices. They can also involve adopting internal hiring practices that focus on refugee employment and advocating for children's right to education, especially in emergencies.



Connecting to the private sector

When making the connection between private sector and the learning needs of children uprooted from their homes, there is a risk that the wires can get crossed.

The No Lost Generation Tech Task Force works to keep the connections tangle-free.

The No Lost Generation Tech Task Force was established by NetHope and No Lost Generation to facilitate collaboration between humanitarian responses and the private sector. The task force brings experts from both arenas and puts special emphasis on technologies that can improve the lives of refugee and internally displaced children and youth. A new No Lost Generation Private Sector Guide offers private sector organizations guidance on working with No Lost Generation and its Tech Task Force to best meet the needs of children and youth affected by the Syria and Iraq crises.

In addition to working as part of No Lost Generation, NetHope has worked in refugee settings in Kenya, Germany, Greece, Serbia and Slovenia.

In Germany, for example, with the support of Google.org, NetHope launched Project Reconnect, an initiative that provided children with access to education and information on the web with 25,000 managed Chromebooks. Now more than 40 non-profits are implementing the Chromebooks in public libraries, adult education centres, welcome centres, and community centres throughout Germany. As a result, refugees are learning German, connecting to their new lives in Germany, and accessing education and employment opportunities.

The #NoLostGeneration Private Sector Guide can be found at: http://solutionscenter.nethope.org/assets/collaterals/NoLostGeneration_Private_Sector_Guide.pdf.





6

Issues that matter

Realizing the right to education for uprooted children demands solutions that take into account different country contexts. Solutions in Chad may not work as well in Germany, for example. In addition, solutions that meet the needs of uprooted children will depend on strong education systems for all children – systems that have the resources and ability to provide targeted services such as language instruction, psychosocial support and orientation services. Regardless of the country, providing quality education that meets the needs of uprooted children will require financing, political will, and commitment to children and their futures.



7

Call to Action

UNICEF seeks partners willing to tackle the specific challenges of providing learning opportunities that deliver the skills and knowledge children need to rebuild their lives and prepare for the future. The job requires resources, creativity and a commitment to high-quality education for every child, especially children who have been uprooted from their homes.

UNICEF calls on partners to:

Integrate all uprooted children – migrants, refugees, internally displaced, asylum seekers or unaccompanied – into the education system where they live.

- Create firewalls between education systems and law enforcement so children, regardless of their legal status, can freely attend school and learn.

Invest in high-quality learning opportunities suited to the different needs of children who have been uprooted from their homes:

- Dedicate a greater percentage of funding earmarked for humanitarian crises worldwide to adequately and predictably finance the provision of education in emergencies.³⁸
- Provide services such as psychosocial counselling, language instruction and integration support.

Strengthen education systems overall so they can provide high-quality learning opportunities for children in host communities; and so they are strong enough to offer uprooted children the services they need to go to school and learn.

Engage with partners, including the private sector, to provide technical assistance, expertise and talent that can be tailored to the needs of uprooted children in multiple contexts.

Co-create – with partners and children – solutions to the specific challenges uprooted children face as they continue their education:

- Find alternative learning methods and curricula that incorporate pedagogical innovations and can be tailored to the needs of different locations and populations.
- Address operational challenges such as teacher payment systems, infrastructure issues, data management, connectivity and quality assurance.
- Develop curricula, methods and materials that help children overcome language and cultural barriers in new countries.

Seek ways to achieve internationally portable systems of certification and record keeping that protect students' identities when they are uprooted and yet allow them to continue their education and find work during their journeys and in their destination.

Endnotes

1. Nicolai, Susan, et al., *Education Cannot Wait: Proposing a Fund for Education in Emergencies*, ODI, London, May 2016, p. 10, cited in United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, p. 40.
2. Nicolai, Susan, et al., *Education Cannot Wait: Proposing a Fund for Education in Emergencies*, ODI, London, May 2016, p. 10, <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10497.pdf>.
3. United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, p. 56, <https://www.unicef.org/publications/files/Uprooted_growing_crisis_for_refugee_and_migrant_children.pdf>.
4. United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016.
5. UNICEF data and analysis, 2017.
6. United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, p. 3.
7. Nicolai, Susan, et al., *Education Cannot Wait: Proposing a fund for education in emergencies*, Overseas Development Institute, London, May 2016, p. 10.
8. Though the number of children uprooted has grown, as a percentage of the population it has remained stable at about 1 per cent. See United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, p. 18.
9. United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, p. 6.
10. *Ibid.*, p. 18.
11. *Ibid.*, p. 18.
12. United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, p. 40, <https://www.unicef.org/publications/files/Uprooted_growing_crisis_for_refugee_and_migrant_children.pdf> citing Nicolai, Susan, and Sébastien Hine, 'Investment for Education in Emergencies: A review of evidence', ODI, London, February 2015, pp. 9–11, <<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9450.pdf>>.
13. See: https://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/13050/K4D_HDR_%20Migration%20and%20Education.pdf?sequence=1&isAllowed=y
14. United Nations Children's Fund and REACH, *Children on the Move in Italy and Greece*, New York and Geneva, June 2017, p. 3, <https://www.unicef.org/eca/REACH_ITA_GRC_Report_Children_on_the_Move_in_Italy_and_Greece_June_2017.pdf>.
15. United Nations Children's Fund, *In Search of Opportunities: Voices of Children on the Move in West and Central Africa*, UNICEF, Dakar, 2017, p. 8, <<https://www.unicef.org/wcaro/nigeriaregionalcrisis/WCAR.Migration.July2017LRe.pdf>>.
16. United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, pp. 38–39.
17. United Nations Children's Fund, *Harrowing Journeys: Children on the move across the Mediterranean Sea, at risk of trafficking and exploitation*, UNICEF, New York, September 2017, pp. 13 and 23.
18. *Ibid.*, p. 24.
19. *Ibid.*, p. 25.
20. United Nations Children's Fund, *Early Moments Matter for every child*, UNICEF, New York, 21 September 2017.
21. United Nations Children's Fund, *Education under Fire: How conflict in the Middle East is depriving children of their schooling*, UNICEF Regional Office for the Middle East and North Africa, 3 September 2015. <https://www.unicef.org/mena/Education_Under_Fire.pdf>; and UNICEF, Nigeria Humanitarian Action for Children, 2017, p.1, [https://www.unicef.org/appeals/files/2017_Nigeria_HAC_\(1\).pdf](https://www.unicef.org/appeals/files/2017_Nigeria_HAC_(1).pdf).
22. REACH, Humanitarian Situation Overview in Syria (HSOS): Governorate Factsheets, <http://reliefweb.int/sites/reliefweb.int/files/resources/reach_syr_factsheet_hsos_governorate_factsheet_may2017_3.pdf>, accessed 25 August 2017.
23. UNICEF analysis based on UNHCR global database, 2017
24. Human Rights Watch, *Barriers to Education for Syrian Refugee Children in Turkey*, Human Rights Watch, New York, 8 November 2015, <https://www.hrw.org/sites/default/files/report_pdf/turkey1115_reportcover_web.pdf>.
25. United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, p. 39.
26. No Lost Generation, 'Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On', Brussels Conference Education Report, NLG, April 2017, p. 5.
27. *Ibid.*, p. 5.
28. United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children*, UNICEF, New York, September 2016, p. 97.
29. Global Migration Group, *Human Rights of Undocumented Adolescents and Youth*, New York, July 2013, pp. 38 – 45, <<http://www.globalmigrationgroup.org/system/files/uploads/gmg-topics/mig-data/Human-Rights-of-Undocumented-Adolescents-Youth.pdf>>
30. United Nations Children's Fund, *Kindheit im Wartezustand: Studie zur Situation von Kindern und Jugendlichen in Flüchtlingsunterkünften in Deutschland*, Deutsches Komitee für UNICEF, Köln, March 2017.
31. United Nations Children's Fund, *Annual Results Report Education 2016*, UNICEF Education Programme, New York, June 2017, p. 52, <https://www.unicef.org/publicpartnerships/files/2016arr_education.pdf>.
32. Data and information provided by UNICEF Lebanon
33. Data and information provided by UNICEF Chad
34. Data and information provided by UNICEF Greece
35. United Nations Children's Fund and Children on the Move Network, Access to formal education for unaccompanied children in shelters – a summary of a report in Greek, internal document, UNICEF Greece, 2017.
36. *Ibid.*, p. 6.
37. *Ibid.*, p. 4.
38. United Nations Children's Fund, *Annual Results Report Education 2016*, UNICEF Education Programme, New York, June 2017, p. 91, <https://www.unicef.org/publicpartnerships/files/2016arr_education.pdf>.

Photo credits

Cover: © UNICEF/UN058927/Bahaji
Page 4: © UNICEF/UN073071/Romenzi
Page 10: © Ellie Kealey, UNICEF South Sudan
Page 12 : © UNICEF/UN073959/Clark for UNOCHA
Page 19 : © Sebastian Rich, UNICEF Jordan
Page 20 : © UNICEF/UN041525/anonymous
Page 24: © UNICEF/UN030147/Rich
Page 28 : © UNICEF/UNI199903/Anmar
Page 30: © UNICEF/UN061862/Brown

Published by UNICEF
3 United Nations Plaza, New York, NY 10017, USA
Tel: +1 (212) 326-7434
Email: nyhqdoc.permit@unicef.org

ISBN: 978-92-806-4901-7

www.unicef.org/publications

© United Nations Children's Fund (UNICEF)

September 2017

unicef  | for every child

