

EDUCATION



Field Guidelines



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Education is a basic human right. For refugees it is a key to sustainable protection and the hope for a better future. Refugee parents and children consider education of paramount importance. UNHCR must give education a very high priority at all levels of its operations.

This *UNHCR Education: Field Guidelines* is the result of extensive consultations involving field offices, and replaces the 1995 Education Guidelines. This document elaborates UNHCR's continuing commitment and efforts to improve education assistance to refugees and other persons of concern. The publication of this document is particularly significant in the light of the *Millennium Development Goals and the Dakar Framework for Action on Education for All*. UNHCR is committed to contributing to the fulfillment of the goals of the world community.

The document includes UNHCR's *Education Policy and Commitments*. This provides managers, programme and technical staff as well as partners, guidance in the management of refugee education programmes and in ensuring that access, quality and equity in education are improved. The *Field Guidelines* translates policy into practical and operational terms, to help field staff and implementing partners to take concrete actions on a range of education issues. The *Guidelines* also highlights the critical role that education plays in support to other sectoral objectives.

This guidance tool was developed to promote the universal application of standards in the education sector, and a harmonized approach to a wide range of refugee education needs. Refugee situations vary from one context to another. However, there are imperatives and prerequisites for success which are common to all situations in addressing challenges responsibly and creatively. These include a sense of shared responsibility, demonstrated through team work amongst field staff of various disciplines, and strong partnerships with Government institutions as well as inter and non-governmental entities. The Division of Operational Support, in particular the Health and Community Development Section, stands ready to support initiatives towards this end.

The Education: Field Guidelines is intended to be an operational tool. In 2005, we plan to evaluate the usefulness and impact of this tool. Therefore, we urge you to use the document conscientiously and share with us your feedback on efforts to apply the policy and guidelines. A feedback slip is enclosed which you are requested to complete and return to the Senior Education Officer, HCDS, DOS, UNHCR Geneva (or by email to HOTS00@unhcr.org).

I wish to thank all those who made the publication of this valuable document possible.

Marjon Kamara, Director
Division of Operational Support
UNHCR

UNHCR Education Policy Commitments

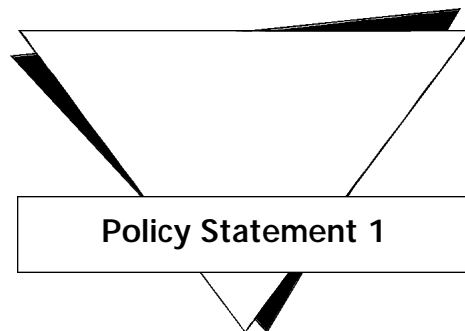
UNHCR advocates for **education as a basic right** in the context of 1951 Refugee Convention and all other international declarations and instruments (see Annex 1).

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

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

In implementing education programmes, UNHCR will:

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



Safeguard the right of refugees to education and implement the six goals of *Education For All (EFA)* which include free access to primary education, equitable access to appropriate learning for youth and adults, adult literacy, gender equity and quality education.

The objective of universal primary education by 2015 was adopted at the World Education Forum, held in Dakar in April 2000. The Forum stressed the importance of promoting education for all, even in situations of conflict and instability, and the parity of enrolment between boys and girls which is to be achieved by 2005¹. UNHCR has a collective responsibility to fulfil these targets, by giving utmost priority to refugee schooling. Secondary education and in-service teacher training make a particular contribution to these long-term objectives after the refugees' return to the area of origin. Adult education also makes a major contribution to EFA, since literate parents are better able to help their children keep up with their studies.

1.1 The Right to Education

1.1.1 Education is a human right. The right to education has been endorsed by the 1989 Convention on the Rights of the Child. Primary education should be free at the point of delivery and universal. Secondary education should be available and accessible to all. Tertiary education should be accessible to all on the basis of capacity by every appropriate means². Education should promote the full development of the child's personality, mental and physical potential and should develop respect for human rights, tolerance and international understanding, and for the natural environment³. The child has the right to play, to recreation and cultural activities⁴.

1.1.2 Education is a tool of protection. Education is an essential and effective tool of protection of children and adolescents. Measures to promote universal primary education will help identify children who are being exploited as labourers or servants, who are subject to physical and sexual abuse, who are disabled or who need medical help. The process of education helps children to learn about the way society functions, their duties and their rights. Education should include awareness that children under 18 should not be recruited into military forces.

1.1.3 Education helps meet psychosocial needs. Crisis situations involving conflict and displacement cause disruption of children's lives, the break up of their families and societies, and uncertainty regarding their future. Often children have been subject to extreme violence including seeing their parents and relatives killed, and so fear for their own lives, and some are recruited or abducted by militias. Parents and guardians are often traumatised and unable to provide normal care and guidance. 'Structured

¹ World Education Forum (2000) Education for All Assessment: Framework for action International Consultative Forum on Education for All, UNESCO, Paris

² CRC Article 28

³ CRC Article 29

⁴ CRC Article 30

activities' such as simple education programmes, singing, dancing, games and sport are needed as soon as possible after a crisis situation, to restore a sense of routine and normality, and to provide support through peer interactions and through the interaction with teachers and youth leaders.

1.1.4 Education promotes self-reliance, social and economic development.

Education builds personal self-reliance and provides for the 'human capital' needed for the future reconstruction and economic development of areas of origin or settlement. Appropriate education builds the foundations for social cohesion, peace and justice. Education that has been disrupted means that a generation of young people may miss out on education altogether and become a drain on the economy or social fabric of a country as well as become a force for future conflict.

1.2 Promoting EFA

1.2.1 Role of the community. Refugee communities often begin to organise education activities as soon as shelter and food problems have been temporarily resolved. UNHCR should support and reinforce these initiatives within the context of EFA. The community should retain ownership and most functions while skills are being developed and refined.

1.2.2 Community support for school attendance. The community has a major role to play in promoting EFA. Community groups such as school committees, women's groups and community leaders can solve problems such as community awareness of the need for school, conflict of time-tabling (food distribution and school hours) lack of clothing for children, sanitation in schools, absenteeism, etc. This must be co-ordinated in conjunction with Community Services and Camp Management personnel.

1.2.3 Capacity-building for community education committees/Parent Teacher Associations (PTAs). Education programmes should have staff with specific responsibilities for motivating the establishment of training and guiding school or community education management committees. The responsibilities of the latter should include:

- mobilising the contribution of voluntary labour for the construction, maintenance and repair of classrooms, latrines and other facilities and for school security;
- mobilising supplementary materials and volunteer resources for school and youth activities;
- organising home visits by teachers and community volunteers to promote enrolment in school and prevent drop out;

- promoting the education of girls and generally ensuring gender equity and sensitivity, including advocacy within the community, and advising the education programme on measures to prevent drop out;
- supporting community-based pre-schools with volunteer teachers (important for promoting girls' education);
- promoting the enrolment and retention of children in primary school from the initial grades of school through to the end of the eighth year of schooling;
- ensuring good use of school resources including teacher attendance;
- reporting any harassment by or of teachers or students, and making arrangements for their safe transit to and from school, in groups if necessary;
- organising voluntary systems of mentoring and after-school child to child tutoring for students in danger of dropping out;
- liaising with community groups and with administrators regarding problems such as absenteeism due to timings of food distribution, water supply, etc.;
- working with the head-teacher and senior school staff to prepare and update the school development plan.

1.2.4 Use of refugee teachers and youth leaders. It is important to involve educated refugees as teachers. This has the advantages of economic independence, (or less dependency), restoration of self-esteem for the individual and the group, familiarity for the students and the teacher and a sense of community.

1.3 Promoting Girls' Education, Gender Equality and Sensitivity

1.3.1 Action Research. Community groups must be consulted on community perceptions of gender equity and reasons why girls or boys do not enrol in school, enrol at a late age, or drop out prematurely. The focus groups should be asked to identify steps they can take to promote girls' completion of the full cycle of schooling, as well as steps that could be taken by the education programme.

1.3.2 Gender sensitivity training for the community. Training and workshops must be conducted in the community to raise awareness of gender issues and to develop possible solutions to problems of inequities. Gender issues should be included in progress reviews and feature on the agenda of parent teacher or camp management meetings. This should be combined with gender sensitivity training associated with Sexual Gender Based Violence (SGBV), Human Rights, income generation, etc.

1.3.3 Gender-sensitivity training for teachers, youth leaders and educational administrators. In-service training of teachers should emphasise equitable treatment of girls in the classroom. Anti-harassment and anti-bullying policies should be put into place and monitored.

1.3.4 Preventing harassment and unwanted pregnancies. The Community should be sensitised to identify ways of preventing the harassment of girls and women teachers, in transit to and from school, or in school itself. There should be vigilance regarding possible pressures from teachers for sexual favours⁵, in return for good marks in school.

1.3.5 Employing female staff. The employment of female teachers and/or teaching assistants is important as it provides role models for girls. The presence of female teachers enhances protection of girls from sexual harassment by male pupils and teachers. UNHCR endorses affirmative action for recruitment of female teachers including intensive courses to ensure parity of qualifications. Schools should have a female head teacher or deputy head whenever possible. A female teacher should be designated to provide counselling to older girls.

1.3.6 Schooling for adolescent mothers. Girls who are pregnant or with children should not be prevented from continuing with their school studies. There should be strong advocacy for the reverse: that girls be encouraged to return. **In UNHCR funded schools this is a requirement.** UNHCR endorses the implementation of child-care facilities adjoined to the school to ensure young mothers' participation.

1.3.7 Helping girls combine school and household duties. In many families, girls are expected to undertake collection of food rations, water or firewood or watching over younger children outside the home. These matters can be addressed by suitable timings of food distribution and water supply, community child-care and pre-school arrangements.

1.3.8 Cultural sensitivity regarding school facilities and arrangements. In conservative societies it is necessary to work with the community to find ways of meeting their concerns about girls' education. It may be necessary to have separate schools or separate classes for girls or for older girls. In all situations, there should be separate latrines for girls and female teachers.

⁵ SGBV Against Refugees, Returnees and IDPs Guidelines: for Prevention and Response (Draft) 2003

1.4 Support for the Education of Vulnerable Groups

1.4.1 Persons with disabilities. It is important to discuss with the community the importance of education for children and adolescents with disabilities in line with Human Rights and Convention on the Rights of the Child (CRC). In many cases, they can attend normal school or youth activities, especially if teachers arrange for student helpers to meet their special needs. Where possible there should be special classes for children and adults with severe disabilities in each major camp or settlement. If these cannot be established there should be at least a 'club' for children with severe disabilities, to provide regular group activities.

Persons with disabilities should have priority access to vocational training in suitable skills⁶, e.g. tailoring or secretarial skills for those who have lost the use of their legs. Sports programmes should include special events for the physically handicapped.

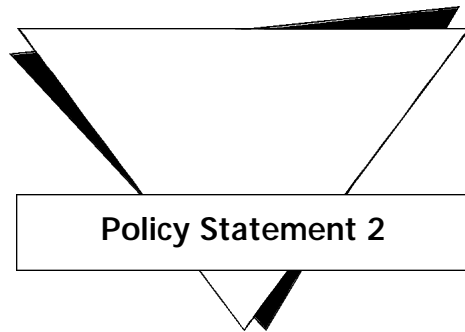
1.4.2 Special Education. Children with special needs (hearing and visually impaired, mentally handicapped, specific learning difficulties, etc.) must also be catered for within the context of basic education. Special provision must be made for materials such as hearing aids and spectacles. If necessary, community awareness as well as specialised teacher training should be provided.

1.4.3 Ex-child soldiers and militia workers. In many cases, refugee schools accommodate young persons who have been recruited into militias at some point. Teachers in such schools may need help in dealing with these students. In some locations, there have been special programmes for ex-child soldiers, comprising an initial healing period of expressive activities and conversations with counsellors, followed by compressed primary school courses and / or vocational training. The precise programme needs to be tailored to local circumstances, and designed in participation and consultation with some of the ex-militia adolescents themselves and the community to which they belong.

1.4.4 Separated Children. These children and adolescents may be fostered in families or may be in child-headed households. Every effort must be made to ensure that all children in these situations attend school, in spite of household duties and poverty. In the community-based approach to education, Parent-Teacher Associations should develop measures to overcome this problem.

⁶ Assisting Disabled Refugees: A Community Based Approach

1.4.5 Other at-risk groups. The education programme and the community education committees should identify other at-risk groups such as children and adolescents involved with drugs, prostitution, exploitative labour or street children, etc. The Education sector in conjunction with Community Services should ensure that steps are taken for their protection and health, and to support their integration into education programmes.



Ensure the provision of basic education, for refugees and other persons of concern, to ensure their protection and security and to enhance the possibility of durable solutions.

2.1 Curriculum for Refugee Schools

2.1.1 Emergency Curriculum. The curriculum in an emergency period should begin with structured activities (predominately recreational in the first instance). Any formal curriculum should be based on what the students used before displacement, based on the memory of their teachers and any educational materials they had brought with them. Controversial elements should be omitted. There should be speedy and ongoing monitoring by staff with knowledge of the language of instruction, to identify and eliminate any messages of hate and revenge (see Annex 2).

2.1.2 Curriculum Choice. As soon as possible, the curriculum should be formally defined, through a consultation process which includes refugee educators and, ideally, staff of the Education Ministries of the countries of origin and asylum as well as the Implementing Partners. The language of instruction should be that of the country of origin as should the curriculum, but with additional "subject-time" given to language instruction of the host country as well as thematic messages in line with CRC and EFA. If the initial discussions conclude that the curriculum of the host country is chosen, then again additional "subject-time" must be given to language instruction of the host country as well as the thematic messages.

2.1.3 Standards for Instruction. UNHCR standards for school hours are at least 4 hours of schooling per day for classes 1 to 4, and at least 6 hours of schooling per day for grades 5 and above where a single shift system is in operation. Instructional time is often limited by the operation of a two-shift system and by interruptions to schooling caused by camp or settlement activities. It is important, therefore, to timetable the proper number of hours of study per year (for example those specified in the country of origin or asylum), even if this means shorter vacations. Another approach is to timetable 'vacation courses' on topics not receiving sufficient time in school.

2.1.4 Curriculum enrichment. Given the special needs of displaced populations, it is important to meet psychosocial needs through enriching the school programme with recreational activities. Curricula should also be enriched through inclusion of learning activities in the fields of health (including HIV/AIDS prevention), safety, peace/human rights/citizenship, and environmental conservation.

2.1.5 Completion of cycles of education. Good practice requires minimising drop out so that students complete the cycle of education that they have begun. This requires adequate quality of education so that students can achieve the required competencies. Fewer students drop out if they believe that studies will be recognised and will lead to further studies or employment. It is wasteful if education and training does not result in documented, officially recognised certificates.

2.1.6 Assessment and examinations. Discussions should be held with the education authorities in the countries of origin and asylum regarding recognition of studies and examinations. It may be necessary to arrange for monitoring or administration of examinations by an official from the relevant Ministry/Ministries of Education. Logistical support should be provided where necessary to ensure that qualifications are recognised.

2.2 Teachers and Teacher Training

2.2.1 Selection, training and supervision. Refugee teachers should be selected on the basis of transparent tests and interviews. Efforts should be made to appoint at least 50% females, and to have a female head teacher or deputy. Where these standards cannot be met, training programmes should be initiated to move towards them. Field advisers and supervisors should be appointed and trained, to provide continuing on-the-job and course-based in-service training to teachers, and to undertake monitoring and supervision. Experienced teachers should be trained to act as in-school mentors to new teachers.

2.2.2 Subject teachers. When the 'subject teacher' approach is used, class sizes are often large because teachers have unrealistically low "period teaching loads". If periods are 40 minutes or less the weekly teaching load should be between 30 and 35 periods per week. It is important to train and assist head teachers in preparing timetables so that the best use is made of staff. The subject teacher approach should not be used in lower primary classes. It may be appropriate where staff lack the necessary competence to cover all subjects, or where there is a high level of teacher absenteeism that could penalise students whose class teacher was rarely present. Efforts must be made to train lower primary staff to cover all subjects.

2.2.3 Code of conduct. All teachers and education personnel should understand and sign a 'code of conduct' to ensure that schools are 'safe havens', that teachers will be 'in loco parentis', that children are safe from sexual harassment and sexual exploitation and that the teachers behave in a professional manner at all times.

2.2.4 Remuneration. 'Incentives' should be on par with other professional refugee workers. Otherwise there will be heavy turnover and the benefits of on-the-job ('in-service') training will be lost. Levels of payment should be sustainable over the likely period of external assistance. In principle, the payment should not be a deterrent to repatriation. This is difficult to assure if the government of the country of origin is not in a position to pay salaries. However, it is assumed that, after repatriation, many families would be able to make some payment to the teachers. This should be true also of situations of local settlement, where refugees have enough resources (e.g. land) to be self-sufficient.

2.2.5 In-service training of refugee teachers and education administrators.

Training activities for new staff and systematic training thereafter are essential components of refugee and other emergency education programmes. The training should be designed so that it meets the needs of students but also cumulatively leads to a recognised qualification in the country of origin and/or asylum. It should at least cover the curriculum of training in the country of origin, and full records should be kept by implementing partners, paving the way for recognition at a later date. Even experienced teachers face new challenges in setting up schools for displaced populations, including establishing new programmes in a matter of weeks and meeting the psychosocial needs of students. The teachers themselves may also need help in coping with traumatic experiences.

2.2.6 Pupil-Free time (vacations). These must be used for in-service training of teachers, rather than using term time with the consequent loss of teaching time. Inservice is to fill gaps in their basic education as well as impart new subject matter and pedagogic techniques. Teachers receiving 'incentives' should be told from the start that they are expected to work year round, with work conditions and incentives harmonised with equivalent incentive workers.

2.2.7 Teacher Retention. Everything must be done to minimise loss of trained teachers. In areas of repatriation, efforts should be made to ensure at least food-for-work incentives for teachers. Another approach is to provide income-generating resources to teachers in returnee locations, whether use of plots of land, tools, seed, small livestock, etc.

2.2.8 National Teachers. In some situations, nationals of the asylum country are employed to teach the national language, or to fill staffing gaps. The conditions of employment of the national teachers should not be so different from those of refugee teachers so as to cause resentment. The level of pay should be similar to that of refugees, but compensate for resources made available to refugees through assistance programmes, and for travel needed to visit families. UNHCR resources do not permit funding of formal teacher employment contracts that have long-term pension and retrenchment commitments.

2.3 Organisational Support

2.3.1 Co-ordination with national education authorities. UNHCR should liaise with government education authorities, to ensure the access of individual refugees to education institutions. When there is a major influx of refugees, UNHCR must be in contact with local and national education offices as appropriate. UNHCR must insist on the right of newly arrived refugee populations to begin 'emergency education'

immediately, using a community-based approach with refugee volunteer teachers and the core curriculum of the country of origin. Refugee education is often the responsibility within government of a special refugee authority or a particular Ministry, rather than the Education Ministry as such. It is essential to liaise with the Ministries of Education in the concerned countries to gain official recognition for studies in refugee schools and training programmes, and especially for the school leaving and other end-of-course certificates.

2.3.2 Implementing partners. UNHCR's support for education is normally channelled through 'implementing partners'. These may be government agencies but are most often Non-Governmental Organisations (NGOs), registered to work within the country concerned. The NGO should have a good record of work in the education sector, and in management of valuable resources. Its national and refugee staff should be recruited through a transparent process, based on educational qualifications and teaching/school administration experience; the predominance of a particular ethnic or political group should be avoided. The project description should require observance of the principles set out in these guidelines⁷, as well as reporting requirements using relevant indicators.

2.3.3 Infrastructure. Infrastructure should be based on the principles of rapid response, followed by cost-effectiveness. Thus, plastic sheeting is often the first form of classroom shelter. Canvas tents of appropriate size are another possibility but are not necessarily more durable. Later, it may be more cost-effective and healthy to have a permanent roof and cement floor, even where walls are made of local materials. Care should be taken to ensure site drainage, to protect mud or woven walls from rain by having a good roof overhang, to ensure adequate natural lighting and ventilation, and to design facilities to provide protection from heat and cold, as appropriate.

2.3.4 Site planning. This should allow for expansion of the number of classrooms in future years, and for a staff room, principal's room, store, laboratory/practical room and library/resource centre. There should be adequate space for recreation and sports activities and gardening (with access to a sports-ground and garden if space is insufficient near the school). There should be a notice board and display space for awareness-raising posters and display of students' work.

2.3.5 Sanitation. Schools should have priority coverage under water and sanitation schemes. Good quality latrines with walls are needed, with separate latrines for girls and women. If water pumps are provided, then at least one should be situated in each school compound.

⁷ Project Planning in UNHCR: A Practical Guide on the Use of Objectives Outputs and Indicators For UNHCR Staff And Implementing Partners, March 2002

2.3.6 Basic furniture. As soon as possible, children should have floor covering to sit on and teachers should have a chair and table. Thereafter, furniture should be progressively acquired to meet local standards. Where possible, youth should be hired as apprentices to assist in production of school furniture, thereby giving them useful work experience. The furniture should be given to the older students first.

2.3.7 Staffing levels and class size. UNHCR specifies that there should be a maximum 'class size' of 35 to 40 students in actual attendance on an average day (i.e. a pupil/teacher ratio of 40:1 in a single teaching session). This complies with general standards in developing countries and is the maximum number possible for successful learning.

2.3.8 Education supplies. Education equipment and materials such as blackboards, chalk, slates, exercise books, etc. should be made available as part of rapid response. In refugee situations, these supplies need to be continued indefinitely, as earnings opportunities are often limited. The same applies to other situations where poverty is a severe constraint on participation in schooling.

2.3.9 Standards for supplies. These should take note of previous educational practices, for example whether slates were used in primary school classes (this should be encouraged for early primary). It is important to supply adequate numbers of exercise books for students in upper primary and secondary classes (exercise book x 2 per subject per year as a minimum), since note-taking is the primary source of study materials in cases where children are not provided with their own textbooks.

2.3.10 Teaching-learning materials. UNHCR, in conjunction with the implementing partner, should obtain a single complete set of textbooks as soon as possible. These should be accessed by all students through the school library. Schools should then aim for 'sets' of 20 textbooks (ratio of 2 students to 1 text) for each grade that can be used by all classes in that grade group. Resource materials should be developed to compensate for a lack of appropriate texts or numbers of texts.

2.3.11 Supplementary materials. These are needed so that students maintain functional literacy. As soon as possible, schools should have sets of supplementary reading materials and a basic library. There should be a set of basic education aids including a globe and maps, so that refugee children can gain a more global perspective from which to view the problems of their particular country.

2.3.12 Recreation, sports and cultural activities. Certain items such as softballs, footballs, and skipping ropes are considered to be of universal appeal and should be included in initial equipment. Subsequently, the choice of recreational and cultural activities and purchase of needed materials should be decided on a participatory basis,

including consultation with adolescents and youth of both sexes. These activities should be planned to meet the needs of in-school and out-of-school youth.

2.4 Resource Allocation

2.4.1 Need for external resources. In crisis situations, emergency inputs should be provided within weeks, but then a process of quality improvement is needed, e.g. constructing new buildings and adding equipment, enlargement of library collections, teacher-training, etc. Refugee schools do not have a stock of materials accumulated over the years, and so the resource allocation needs to be structured and on-going to ensure quality.

2.4.2 Standards of resources. School resources (e.g. buildings, equipment) should in general be of a standard similar to that in the country of asylum. UNHCR has certain minimum standards that must be met, (see sample planning standards shown in Annexes 3 and 4) so that implementing partners can help students achieve the relevant curriculum goals. These minimum standards will also be available in the Education Tool Kit.

2.4.3 Support for schools adjacent to refugee settlements. UNHCR should provide immediate assistance to schools within walking distance of refugee settlements, to create positive rather than negative attitudes towards refugees. In parallel, UNHCR should advocate with the host government and with assistance agencies to make efforts to bring the services in refugee-receiving districts up to national standards. This should be foreseen as part of normal work plans and programme budgets.

2.5 Education and Training in the Host Country

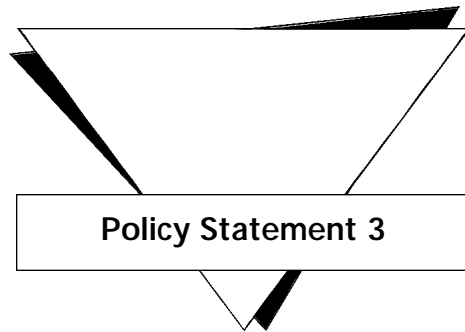
2.5.1 Advocacy. There are often administrative barriers to refugees having access to schools in a host country. UNHCR should, through discussions with the national authorities, ensure that barriers are overcome and ensure the right to education.

2.5.2 Block admissions. UNHCR may provide resources to local institutions that admit refugee students in substantial numbers. This may be in the form of materials and equipment, additional classrooms, etc. One approach is to offer to construct additional classrooms in return for the admission of refugee students. This is more cost effective than paying fees for each student or paying teachers' salaries, which is not sustainable.

2.5.3 Scholarships. UNHCR may support individual students with scholarships to help meet the fees and/or other costs charged by national schools or colleges. Details should be arranged locally but certain principles should be met⁸. Each student should sign a contract setting out his or her responsibilities and stating the assistance that UNHCR will seek to provide (resources permitting).

2.5.4 Meeting the special needs of refugee students. Refugee students may have had a gap in their studies, suffered trauma and separation from families, have knowledge gaps due to differences in national curricula, and so on. There should be specific persons in the school or implementing partner responsible for counselling the students, and arranging bridging or remedial courses, if necessary.

⁸ On Scholarships, see UNHCR (1999) *DAFI Policy and Guidelines for the Implementation and Monitoring of DAFI Scholarship Projects* Geneva



Guarantee the availability of primary education (standardised as the first eight grades of schooling) as a first priority, including community based initiatives providing early childhood and pre-school education, where these are pre-requisites for formal education.

3.1 Access to Primary Education

3.1.1 Grades/years of schooling. The distinction between 'primary' and 'secondary' education is one of administrative convenience within a given country at a given time. For programming purposes within UNHCR, primary education has been standardised as covering at least grades 1 to 8. UNHCR will give priority to these grades in terms of rapid establishment of EFA, and in terms of needed resources. This should be the case even where some of these grades are termed 'middle' or 'lower secondary' education in the countries concerned, as UNHCR cannot support five years of first level schooling in one country and eight years in another, based on different usage of terms.

3.1.2 Modalities of support for primary schools. Primary education may be assisted through:

- support through an implementing partner, for school construction and teacher incentives.
- *[If, in situations of budgetary constraints, the education budget is cut, staff should ensure that building maintenance does not take precedence over teachers (as the teachers are the essence of an education programme)];*
- assistance with application procedures for admission to local/national schools;
- assistance to local schools accommodating a substantial number of refugee students;
- material assistance for needy refugees admitted to local schools;
- special home-based or afternoon schools for children who cannot attend normal schools;
- accelerated learning programmes for adolescents.

3.1.3 Site planning and security. Primary schools are needed within walking distance for young children. Where necessary, satellite schools for lower primary classes can be established in every neighbourhood, and schools with upper primary classes and lower primary classes for out-of-age students can be located more centrally. Security of children and of older girls walking to and from school must be considered. The holistic approach requires that pre-school, school, recreational space and multi-purpose centres should be clustered to ensure a "safe haven".

3.1.4 Recreational activities. Games, singing, dancing, sport, art, drama and similar activities should be included in the school programme, during lessons, and as extracurricular and vacation activities, to counter the trauma and distress experienced by children in refugee and internally displaced families and the breakdown of previous social networks.

3.1.5 Out-of-Age Schooling. Many adolescents and young adults attend primary and secondary school. Instability associated with conflict can mean the breakdown of schooling, such that children may miss several years of schooling before becoming refugees. Adolescents often resume or begin schooling when the opportunity arises in a refugee camp. In some cases, it may be appropriate to centralise lower primary classes for adolescents, especially for boys, who may be perceived as a threat to younger children (especially girls) or who may not wish to sit with younger children. Care should be taken to ensure that the recreational needs of out-of-age students are met (in school or otherwise) and that they receive messages relevant to their age, including reproductive health messages. In some societies, special arrangements may be needed for adolescent girls.

3.2 Addressing Poverty Issues

3.2.1 Clothing. Low cost clothing should be made available at least to the poorest children, so that they can attend school. If school uniforms are considered by the community to be imperative then these should be provided through refugee income generation programmes (where possible). Coats and footwear are needed in cold climates.

3.2.2 Hygiene materials. Lack of hygiene materials such as soap and sanitary materials contribute to drop out (especially older girls). These should have priority in non-food item distribution and school-going children should have first access.

3.2.3 Food. Non-participation in schooling is often linked to food shortage and insecurity. Provision of a nutritious snack, or dry food rations or provision of school feeding can help overcome this problem.

3.2.4 Arrangements for working children. Often children are withdrawn from school to earn money through low paid employment or scavenging. If this is unavoidable, separate late afternoon classes can be held, offering the core curriculum, and accepting that students come in their working clothes.

3.2.5 Targeting vulnerable households. Training, grants of tools and equipment, labour opportunities on income generation projects, and so on, can be targeted to benefit households unable to send their children to school due to poverty. These initiatives need to be linked to the children's attendance in school.

3.2.6 Exemption from fees. Where fees are charged for schooling or for extra-curricular activities, there should be exemption for students identified as vulnerable by a Parent-Teacher committee.

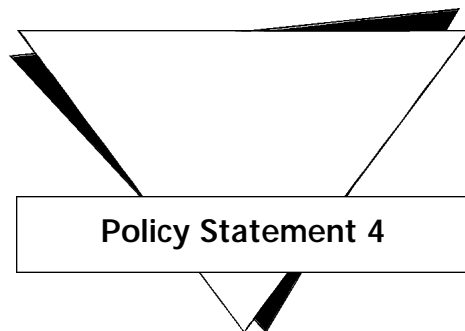
3.3 Community Based Child Care and/or Pre-schools

3.3.1 Importance of early childhood development for crisis-affected children.

Every encouragement should be given to ensure community child-care and/or pre-school education. Structured activities of various kinds for very young children provide opportunities to relieve psychosocial tensions and assist child development. This is especially important where parents may be too distressed to provide normal parenting, and the extended family is disrupted.

3.3.2 Early childhood education as support for girls' education. Kindergarten/pre-school classes provide the opportunity for older siblings (especially girls) to attend school as, in many societies, older children are expected to supervise the younger ones. It has been observed that parents put both girls and boys into pre-school classes, especially if a snack is provided. This can act as a precedent to send girls to school.

3.3.3 UNHCR Support. UNHCR will support the provision of consumable materials for pre-schools. However, generally, UNHCR will not support the payment of incentives for pre-school teachers.



Support the provision of lower secondary education (standardised as grades 9 and 10). In addition, UNHCR will support the enrolment and retention of achieving students in higher secondary (grades 11 and 12) as a prerequisite to post-secondary education. Moreover, UNHCR will advocate for tertiary education and will support the effective use of resources donated for this purpose.

4.1 Access to Secondary Education

4.1.1 The trauma of exile should not be aggravated by the loss of educational opportunity. UNHCR should therefore ensure that the ladder of educational opportunity is accessible.

4.1.2 Importance of secondary education. UNHCR will support successful primary school students in the next stage of education, to fulfil their human rights and likewise to provide a cadre of educated persons to become school teachers, health workers, administrators and so on. Where secondary education is divided into upper and lower secondary education, with separate school-leaving examinations, priority in funding should go to lower secondary, but with some resources reserved for the high-achieving students to attend upper secondary school.

Modalities of support for secondary education. Secondary education may be supported through:

- self-help community based education for secondary students;
- implementing partners' construction of low-cost semi-permanent schools and provision of teacher incentives;
- specialised funding and trust funds (e.g. Refugee Education Trust- RET);
- add-on classes for lower secondary education in selected primary schools;
- assistance with application procedures for admission to local/national secondary schools;
- assistance to local secondary schools accommodating a substantial number of refugee students;
- material assistance for refugees admitted to local schools;
- support in using distance learning opportunities where no conventional forms of secondary education can be accessed.

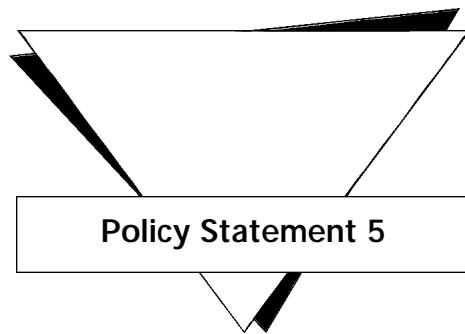
4.2 Access to Tertiary Education

4.2.1 UNHCR supports higher education predominantly through the DAFI⁹ scholarship programme. These are specially earmarked funds from the German Government. UNHCR will:

⁹ Policy and Guidelines for DAFI Scholarship Projects (2nd edition) March 2002

- advocate with the universities so that refugee students do not pay higher fees than local students do;
- advocate for other scholarships to embassies, foundations, etc.;
- take all possible steps to facilitate recognition of refugees' previous studies; through tests, if documentation is inadequate;
- support needed remedial teaching to cover gaps in previous studies or in language or mathematics skills;
- inform refugees and others of concern of relevant distance learning opportunities, and facilitate their participation in such courses.

4.2.2 UNHCR funding and advocacy. Priority for funding will be given to candidates wishing to study in such fields as education, including serving teachers and head teachers, and public health, including refugee medical staff. In this way, the human resources of the refugee community are developed in preparation for repatriation or local settlement and are of value in future reconstruction.



Provide low-cost adolescent and adult non-formal education linked to the psychosocial development and specific education needs of the groups. Where appropriate, this will include technical and vocational education.

5.1 Non-Formal Education and Related Activities

5.1.1 Structured activities for adolescents and young adults. The most effective outreach to these young people is non-formal education activities and recreation, as the majority of refugee adolescents and young adults are normally not enrolled in full-time education, and may have no opportunity for constructive activities due to lack of employment activities or restrictions on employment. These non-formal activities should be used as a vehicle for conveying important health, environmental, peace and other messages.

5.1.2 Adult Education. Non-formal education is equally as important for adults. Literacy courses for women not only increase their personal competencies and self-esteem, but can also play an important role in promoting school attendance and success for their children. The content of an adult education programme will depend on local circumstances and the needs of the refugee population and should be developed through a community-based approach.

5.1.3 Needs Assessment. This must be undertaken prior to any programming decisions to ensure that refugee needs and interests are taken into account. Focus group discussions with all sectors of the community as well as existing community groups and committees ensure that local needs and cultural considerations are taken into account. Most importantly, this method ensures "ownership" of the programmes by the communities, with a higher probability of success.

5.1.4 Appropriate Programming. Programmes should be designed according to local needs and culture but educational considerations should be paramount. This may mean separate programmes for certain age groups or separate programmes for males and females. It may be appropriate for adolescent girls and women to study together, or for boys and men to share a recreational activity, or for education programmes to be for both sexes. Flexibility of planning is required to ensure the most cost-effective and appropriate programmes possible.

5.1.5 Programme Development. Activities to be considered include:

- literacy/numeracy classes;
- language classes (international languages used in the home country, or language of the asylum country);
- creative writing workshops;
- librarianship linked to a resource centre;
- sports and recreational activities and related skills training, and
- cultural activities including arts, crafts and participatory drama groups.

Courses on topics of special relevance such as reproductive health, child-care, peace-building, and environmental conservation, can be developed on a stand-alone basis and/or linked to the above activities. A literacy/numeracy option should be included in recreational and cultural programmes, where a sufficient number of participants are interested.

5.1.6 Organisational Responsibility. The implementing partner for primary education should be responsible (on a 'default' basis) for ensuring that these activities are undertaken in all refugee locations. This may be through other sectoral activity and budgeting.

5.2 Technical Education and Vocational Training

5.2.1 Situation Analysis. Technical education and vocational training is part of the ladder of opportunity for some refugee adolescents, youth and adults. This training should be in fields of benefit to the community and post-conflict reconstruction. Programmes should be based on regular situation analyses taking into account the current circumstances, market demand, capacity and opportunities and progress towards durable solutions.

5.2.2 Design and management. UNHCR will ensure that the design and management of education and training programmes for refugees and other populations of concern benefit their future social and economic development. These courses will give due regard to gender equity and equal opportunity within and between courses as well as avoiding gender stereotyping in terms of course offered.¹⁰ If training is for a full livelihood, it is important to limit the numbers trained to what the market can absorb. This is usually quite a small number, among low-income communities. It is always important to give realistic work experience such that the ex-trainees can produce goods and services of the needed quality and have the know-how to gain and maintain employment.

5.2.3 Activities vs. training. Technical training should not be confused with occupational therapy. Only those with real aptitude and interest should be considered for skills training. Those who wish to undertake long-term studies can work to develop their language skills (learning or improving their skills in an international language).

¹⁰ Sourcebook for Refugee Skills Training. UNHCR 1996

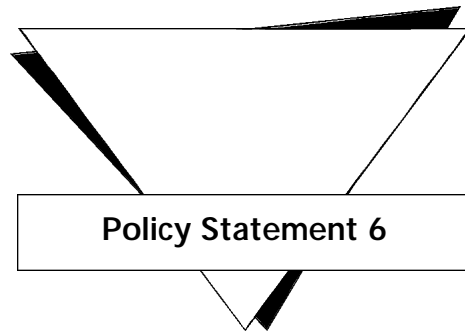
All skills training should include some “small business” and administrative and finance skills that may be useful in the future. Other sectors of the refugee community may be best served by efficiently organised sports or other recreational programmes. Staff should maintain statistics on ex-trainees, and provide feedback on courses that no longer lead to employment. They should suggest needed changes in course content as well as discontinuation of some courses and start-up of others.

5.2.4 Immediate vs. long term objectives. There must be a balance between training for independence within the refugee situation and training for a situation of repatriation and reconstruction. It is better to train a more limited number of refugee craftsmen and craftswomen who will be able to practice their skills while displaced (at least for a year of production practice), so that their skills are useful when repatriation happens. Training programmes should give priority to at-risk groups such as men with disabilities and female heads of household. These low-mobility groups will benefit from earnings opportunities using these skills in both refugee and reconstruction situations.

5.2.5 Apprenticeship programmes. Practical skills training can be established by placing trainees as apprentices with skilled workers and providing an incentive (e.g. tools) to the master craftsmen and craftswomen to ensure the training. If appropriate, literacy/numeracy and theory training can be provided on a part time basis. Apprenticeship programmes are especially effective in imparting knowledge of the real life skills needed in a small business, from improvising tools and materials and spare parts, to dealing with suppliers and customers.

5.2.6 Training centres. Where training is based on formal courses in training centres, it is desirable to arrange practical placements with employers during and/or after the course for work experience. Attempts should be made to link ex-trainees with assistance projects for work experience or employment. They should be provided with the tool kits with which they were trained, where this will help them to gain work experience. Another approach is to provide work for ex-trainees in making goods for the assistance programme and to deduct monthly instalments for the tools from the payment for the work done. Courses suitable for secondary school graduates may be included in the programme of a training centre, including skills such as secretarial/office/bookkeeping/computer skills, and international language skills. This will build capacity for self-reliance or national reconstruction.

5.2.7 Scholarship programmes. There are some scholarship programmes for placement of refugee students in host country training centres and colleges. The selection of courses and beneficiaries should be based on an assessment of current and future needs of the refugee community for skilled persons.



Promote quality of education as a high priority commitment through teacher training and the development of quality teaching and learning materials.

6.1 Promoting Quality and Attainment in the Refugee Classroom

6.1.1 Access and quality. Access to education without a continuing effort to achieve quality eventually leads to a loss of access (and invariably in a loss of gender equity). Raising the quality of educational provision increases enrolment, as parents and children perceive that their schooling has value. In order to ensure access and quality, the parameters of participation and inclusiveness, rapid response, orientation to long-term needs, important skills and messages for personal and societal well-being, and effective organisational support and adequate resources all need to be included in the strategies.

6.1.2 Features promoting quality. These include:

- ensuring the role of the community: parent and community support and communication (Parent Teacher Associations (PTA) or Community Teacher Associations (CTA), School Management Committees, etc.);
- teachers; proper screening and selection of teachers; inservice training (for teachers and education administrators including in-school training by qualified mentors, use of child-centred (or at least activity centred) methodology utilising gender equality; constructive and high quality leadership from head teachers;
- ensuring that teachers understand their responsibility of being 'in loco parentis' with regard to corruption, exploitation (both in terms of sexual exploitation and labour exploitation) corporal punishment and care and concern of the students;
- ensuring supplies, appropriate textbooks and teacher guides, sufficient writing materials, classroom equipment (basic furniture), adequate nutrition (especially micro-nutrients) to encourage concentration, soap/sanitary materials, clothing (where required), supplementary materials such as teaching aids and recreational equipment;
- space; sufficient classroom space for the size of the class and recreational space;
- instructional time; at least 25 hours a week for core subjects and shorter vacations where necessary to ensure this;
- recognition of certification of both students and teachers (where training has taken place) and social recognition in the communities to improve morale.

6.2 Material Resources

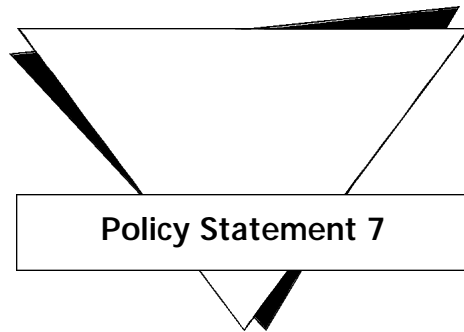
6.2.1 Laboratories/science kits/resource centres/libraries/pre-vocational equipment. Primary schools should have simple science kits while secondary schools should have a room and simple equipment for practical work. Schools should develop

a library (or at least a reading room) with books, including textbooks, and other reading materials including newspapers. As appropriate, schools for older students may have simple tools for gardening, carpentry, tailoring, etc. Expensive resources such as science equipment, computers, tool kits and library books may be utilised by organising rotational use among several schools as a mobile resource centre.

6.2.2 Professional Development Centres. These can be developed in conjunction with school or community libraries. They encourage consistent teacher training and professional development of teachers as well as act as a focal point for monitoring and evaluation activities.

6.2.3 Programme resources and equipment. Education projects should have equivalent access to resources as all other sectors. In addition, for monitoring purposes, education staff need access to vehicles.

6.2.4 Repatriation and Reconstruction. It is important that Education Ministries and District Education Offices have programme resources and equipment to fulfil their education functions as well as routine administration and co-ordination of assistance projects. There should again be a rapid education response, with supply of plastic sheeting, roofing materials, etc. to the education authorities where necessary, so that returnee communities can resume schooling. UNHCR staff should advocate for rapid restoration of schooling in all returnee locations, and this should have priority over 'prestigious' expenditures on large schools or training centres that may be requested by the national government.



Support innovative enrichment programmes in life skills and values education that improve the quality of education.

7.1 Life Skills

7.1.1 Objectives and Rationale. It is important to create education programmes that help refugees, internally displaced persons or returnee communities cope with current problems and acquire skills and understandings that can help build a better future. In the short term, health, safety, peace-oriented and environmental messages help newly displaced populations to cope with problems such as:

- using unfamiliar foods;
- avoiding epidemics in crowded settlements;
- treating local ecosystems with sensitivity;
- thinking constructively about relationships with new neighbours as well as old ones (who may have been members of a different social or political group).

In the longer term, the aim is to convey knowledge, skills and values that will help build a healthy, peaceful and sustainable long-term future.

7.1.2 Community approach. Messages are more successfully absorbed if they are transmitted by multiple channels and reach all the different groups in a community.

Hence it is desirable to use channels such as:

- schools (enrichment of the curriculum, vacation courses);
- non-formal education programmes (enrichment of literacy courses, skill training courses, etc.);
- recreational and cultural activities (outreach through sports groups and events, etc.);
- inclusion on the agenda of community group meetings (e.g. community leaders, youth/women's groups);
- public awareness campaigns (posters, participatory theatre, etc.).

7.2 Health Education (Including HIV/AIDS Awareness)

7.2.1 Interactive Approaches. For effective approaches to health education for children, youth and adults, it is necessary to talk informally with the concerned groups, in order to discover their current health-related beliefs and practices, and jointly develop relevant course content, methodology and materials. These discussions may identify important local concerns not normally covered in core health curricula, such as abuse of drugs and alcohol.

7.2.2 Awareness. Initially there should be campaigns covering issues such as hygiene and sanitation, infectious diseases, nutrition and breastfeeding, malaria, etc., in accordance with local circumstances. Young adults should be targeted with messages related to the prevention of sexually transmitted diseases (STD) and HIV/AIDS.

7.2.3 Formal Education. Subsequently, the school curriculum should be developed with skills-based health education as a separate subject, or as a major feature of other school subjects – ensuring that all the key topics are covered. Active learning is vital, including role-plays and guided discussions. Science curricula should be reviewed to ensure that topics relevant to health are given special attention and enriched to reinforce practical aspects of healthy living.

7.2.4 Non-formal Education. Adolescents and youth need special, clearly labelled, structured courses, incorporated into extra-curricula and non-formal programmes, teaching them about reproductive health and the dangers of unwanted pregnancies and STDs. These courses should combine factual information and discussion. Students should learn, and learn to value, the ‘life skills’ or ‘relationship skills’ needed to refuse unwanted sex or unprotected sex, through role plays, stories and presentations by persons suffering from HIV/AIDS (where applicable).

7.3 Landmine and UXO Awareness and Safety

7.3.1 Landmine education. Displaced populations should be informed about landmines and unexploded ordnance (UXO) associated with the places in which they have taken refuge or to which they have just returned after a period of absence. When developing school and community programmes for landmine awareness, utilise the existing materials and work closely with mine clearance agencies for information and diagrams of the types of mines or ordnance in the area.

7.4 Peace Education

7.4.1 Analysis and rationale. Refugees and other populations affected by conflict initially react to their situation with a mixture of despair and a desire for revenge by some. Many people do not understand that they carry the seeds of further conflict with them into the refugee situation. Focus group discussions should be established to ensure that the need and desire for a Peace Education Programme (PEP) exists.

7.4.2 UNHCR/INEE Peace Education Programme (PEP). PEP represents an opportunity to learn how conflict arises in human behaviour and the skills for dealing with it non-violently. Key skills in the UNHCR/INEE PEP are learned through generic activities such as self-generated role-plays and guided discussion, leading to the development of values favouring peace and justice. Because of the activity-based approach, it is best to have full-time peace education teachers for schools and community facilitators for youth and adult groups. Well-documented previous practice and lesson plans mean that programmes can be established quite rapidly, after local review and necessary teacher training.

7.4.3 Gender Equity and Assertiveness. Where beneficiaries are adolescents and women, it is important to practice skills relating to sexual relationships, and how to deal with pressure for unwanted or unprotected sex, or gender-based violence. Practising peaceful management of conflicts at the level of personal relationships is important per se and also gives understanding of peace building at community and national level.

7.4.4 Early emergency situations. The full-scale UNHCR/INEE PEP cannot be introduced at once, but the various games, which form part of the programme, can be introduced as structured activities to meet children's psychosocial needs, and to give practical experience of co-operation. Discussion of the lessons learned through these activities can await the training of the Peace Education teachers.

7.4.5 Formal and Non-formal Education. The full PEP programme should be implemented as soon as formal and non-formal education is established in the refugee community.

7.4.6 Reconstruction situations. PEP can integrate the understanding of how peace in society is, or should be, promoted through the constitution and legal system. Citizenship education must also show how refugees or citizens can contribute to each other's welfare through peaceful problem solving and co-operation to provide services at community level. Special attention should be paid to ways that participants could help promote the rights of the child and of women.

7.5 Environmental Education

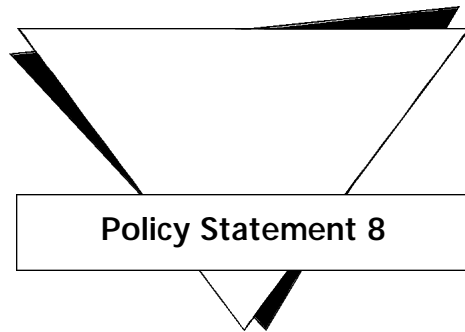
7.5.1 Early Emergency Situations. Some environmental messages should be disseminated early in an emergency, to ensure a sanitary environment and avoid contamination of water sources, to protect particular species of trees, and so on.

7.5.2 Formal Education. Environmental education, like health education, overlaps substantially with science and other school subjects. The core school curriculum should be enriched with activities that reinforce the practical aspects of environmental conservation, in relation to soils, water, trees/fuel and plants, animal life, shelter and sanitation, and ecosystem maintenance. Where possible, separate environmental education lessons, using teacher-friendly lesson plans, should be introduced, to ensure that it receives the necessary priority.

7.5.3 Non-Formal education. Interactive community awareness programmes to teach the skills associated with sustainable environmental living are available¹¹ and should be utilised. The seven core areas are covered and include factual information and discussion.

7.5.4 Reconstruction Situations. Refugees must be strongly encouraged to restore the environment of the host area prior to repatriation. Tree planting, prevention of soil erosion, etc. should be included in preparations for reconstruction and repatriation.

¹¹ Environmental Education Programme



Ensure early intervention and development of education programmes in the earliest stages of an emergency, and access to education programmes by children and adolescents upon arrival.

8.1 Meeting Protection and Psychosocial Needs

8.1.1 Protection needs. The fundamental objective of education for refugee children is to enhance their protection. Provision of structured play and learning activities early in an emergency helps to protect children from exploitation, including forced labour, recruitment into military formations, prostitution and criminal activities¹².

8.1.2 Meeting psychosocial needs. In any refugee or other emergency situation, there should be immediate support to community-based 'structured activities' for children and young people, to help them cope with trauma or stressful and uncertain circumstances.

8.2 Rapid Educational Response

8.2.1 Needs and resources assessment. Initial needs for education supplies may be estimated from the population figures expected, assuming that about 45 % of the total population will be children and adolescents requiring immediate access to basic recreation and education. This estimate should be quickly followed by a structured random survey in representative locations, which will indicate the age and gender of household members, the highest grade (year) of schooling or other studies, and likely interest in education and youth activities. This survey can be used to estimate total needs. Subsequently, each community should review education needs on an ongoing basis. There should be regular 'mapping' exercises to show population groups and existing facilities in order to determine further needs. Resources available within the refugee community will include educated persons, with and without teaching qualifications or experience, family members willing to contribute their time, and often a number of textbooks that can be used as the basis for preparing curricula and teaching materials.

8.2.2 Supplies. Where possible, it is preferable to procure education supplies in the country or immediate region concerned. In many cases this is feasible, especially where procurement is through NGOs. Supplies obtained in this way may be cheaper (especially if transport costs are taken into account), logistics may be easier, and there will be a benefit to the local economy. If this is not feasible, both UNICEF and UNESCO have emergency kits that can be accessed.

¹² Action for the Rights of the Child: ARC Material

8.2.3 Rapid response: structured activities developing into primary education.

The aim is to create structured activities for children and adolescents in most locations within a month of displacement, and in all locations within 3 months. The initial activities should include games, storytelling, songs, dance and improvised sports, as well as simple number and language lessons, with minimal equipment and supplies. Within 6 months after the first major displacement, there should be a formal programme with an accepted curriculum that enables children to undertake normal schooling.

8.2.4 Rapid response: secondary and non-formal education.

Initial activities should be planned to ensure outreach to all interested children and adolescents. These should include study skills maintenance classes for secondary students, literacy/numeracy courses for interested older students and recreational activities. These should be planned on a participatory basis, using experienced youth leaders where available.

8.2.5 Selection of teachers and youth leaders.

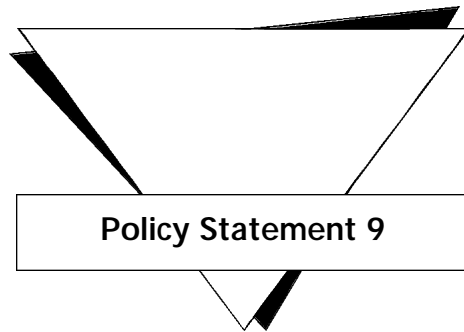
It should be made clear to the initial volunteer teachers that selection tests will be held as soon as is practicable. Payment of 'incentives' should not begin before transparent testing and selection procedures have been carried out and properly documented.

8.2.6 Standby arrangements.

UNHCR has agreements in place for education sector standby arrangements. These secondments can be deployed within the first emergency response team or within the first week. The co-ordinator will be responsible for identifying implementing partners, sources of basic supplies for education and recreation activities, and for liaison with local education authorities as necessary. The co-ordinator should be responsible for organising education, recreational and special activities for children and adolescents, to help them overcome the effects of trauma.

8.2.7 'New arrivals' joining existing programmes.

Community mechanisms are needed to put new arrivals in touch with the schools and other education programmes. Newly arrived children should be admitted where possible to the ongoing programme. If the numbers arriving are too large for this, then special emergency education programmes should be arranged, pending inclusion of new classes or schools in the ongoing programme from the beginning of the next school year.



Co-ordinate local, national, regional and global inter-agency mechanisms and partnerships regarding refugee and returnee education issues including educational materials, certification of studies, teacher training and support for education. In addition, there will be inter-sectoral collaboration to ensure a cohesive and integrated approach.

9.1 Inter-Agency Co-operation

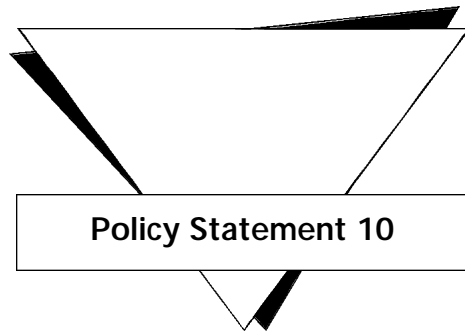
9.1.1 Inter-agency co-operation. Inter-agency co-ordination of education programmes is needed at settlement, district, national and regional level. UNHCR should take the lead in co-ordination of refugee education programmes, except where it has agreed to share this task with another qualified agency. There should be co-ordination within regions, i.e. between agencies in the country of origin and the countries of asylum. Government education staff should be invited to participate in all relevant co-ordination mechanisms.

9.1.2 UNICEF and UNHCR MOU. The Memorandum of Understanding between UNHCR and UNICEF indicates their respective responsibilities, with UNHCR responsible to ensure that the right to education for refugees is respected. UNHCR shall draw on UNICEF's expertise on the education needs assessment of returnees or returnee-receiving areas.

9.1.3 Elements for co-operation include:

- coverage of all locations with refugees or others of concern to UNHCR;
- education materials (including obtaining curricula and education materials from the country of origin);
- standardisation of in-service teacher training to facilitate certification;
- identifying basic competency targets;
- arrangements for recognition of examination results by the education authorities of the country of origin and/or asylum.

9.1.4 INEE. The Inter-Agency Network for Education in Emergencies was developed as a result of the Dakar EFA Conference. The network consists of UN Agencies and NGOs concerned with education in emergencies. This provides updated technical knowledge and ensures sharing and co-operation at a global level, which improves the quality of assistance and services available to the refugee communities.



Monitor and evaluate all refugee education programmes in line with the established standards and indicators, ensuring that these programmes receive the necessary human resources and appropriate funding at all levels and phases of UNHCR's operations.

10.1 Programme Impact and Improvement

10.1.1 Situation Analysis. A situation analysis should be undertaken in the first three months of the calendar year (preparatory to the Country Operation Plan (COP) for the following year and on periodic basis). This needs to be inclusive of all stakeholders including the refugee communities, relevant authorities and implementing partners. When analysing the opportunities, ensure that education is rated as a high priority but that funding is only requested for aspects that are essential and unobtainable in any other way, (e.g. do not request funding for permanent structures if there is no allocation anywhere for teachers' incentives, or textbooks). Ensure that all the elements of a viable education programme are included and have some parity. It is not necessary or desirable for UNHCR to provide all the elements, but it is necessary for UNHCR to ensure the co-ordination and monitoring and evaluation.

10.1.2 Programming Cycle. The Education focal point should ensure that s/he is familiar with the Programming cycle so that education is adequately represented in the COP.

10.1.3 Liaison with Programme Staff. Education focal points need to work closely with the programme staff to ensure that an equitable share of the country budget is allocated to education. In the case of budget cuts, ensure that the education sector absorbs its share of cost cutting procedures but does not become cut as a sector to absorb the cuts to the country programme. It is important that the Education Unit at HQ and the respective Desks are also involved with programming to ensure a coherent approach.

10.1.4 Obligation Levels and SPMRs. Education focal points should be aware of the quarterly obligations (monies paid to the IP) and the Sub-Project Monitoring Report (SPMR) requirements. These are monitoring tools as well as ensuring that funding for education programmes is timely and effective.

10.2 Monitoring of Programme Quality, Impact and Improvement

10.2.1 Monitoring. Monitoring is an integral part of the programming cycle starting with the situation analysis and cross-checking against the objectives, outputs and indicators and standards. Monitoring should be consistent and cover both quality and quantity. Monitoring is the responsibility of the Education focal point, Program staff, Field staff and Community Services staff as well as the Implementing Partners.

10.2.2 Monitoring and evaluation of access and participation. The indicators of school enrolment data and age-group data are often less valid than they initially appear. Out-of-age students attending school (perhaps their first opportunity for many years) mask true figures. Thus, it may appear that the number of children in primary school is equal to the number of children in the corresponding age group, but young children may be out of school (there is no restriction on age for admission into UNHCR-supported schools.) This data needs to be validated so that the profile of accessibility is clear and procedures for ensuring appropriate access are put into place. The number of children in or out of school should be matched against registration data where this is available. Alternatively, a sample household survey can be conducted. This should be supplemented by discussions with women's and youth groups regarding problems associated with school enrolment and attendance, and causes of drop out.

10.2.3 Key impact and performance indicators¹³. These designate the focus of the education programmes globally and all programming and monitoring should be undertaken in relation to these.

10.2.4 Monitoring Tools. Data on implementation, quality, impact and improvement can be obtained from various sources, such as:

- quantitative and qualitative information in school records, submitted by individual schools and other education/recreation centres to the education project;
- reports prepared by implementing partners for submission to their headquarters;
- monitoring data collected by UNHCR and/or project field staff during field visits;
- results of assessment tests and examinations;
- information on ex-students;
- small-scale sample studies, covering a small number of schools;
- small-scale sample studies within households (regarding their participation in education and recreation programmes);
- discussions with various community and student groups;
- case studies of communities and/or schools;
- country profiles on education programmes.

10.2.5 Gender-specificity. All data collected should be disaggregated by gender. In addition, data on all special groups should likewise be reported in a supplementary data sheet.

¹³ Project Planning in UNHCR: A Practical Guide on the Use of Objectives Outputs and Indicators for UNHCR Staff and Implementing Partners. March 2002. See also Appendix 2

10.2.6 EDSTATS. Summary information should be sent to UNHCR Headquarters using the education statistics (EDSTAT) forms in Chapter 4, Annex 5 of the UNHCR Manual.

10.2.7 School Registration. It is important that a register is kept by each school of each student who joins the school, noting their country of origin and the grade they are in each year. This is the best way to identify problems causing students to repeat grades or drop out of school. Many students drop out after the end of a school year and this can be detected using such a register.

10.2.8 Examinations. Education and training programmes should indicate the basis of regular class assessments and examinations, and report the results (by gender and location). Information should be provided on the numbers of ex-students entering the next cycle of education, or obtaining employment (to the extent that such tracing is possible). Measures of impact should include occasional surveys of ex-students to identify their current activities, competencies and feedback on education programmes.

10.2.9 Monitoring quality teaching/learning standards. Refugee educators and professionals from the country of origin's Ministry of Education (where possible) should meet with agency staff to develop a set of 'basic learning competencies' to be achieved by the students in each grade (year) of schooling. Periodic tests should indicate what progress is being made towards these standards.

10.2.10 Monitoring and evaluation of psychosocial and supplementary activities. Regular reports are needed on the number of children, youth and adults (by gender and location) who participate in:

- formal schooling;
- other education and training programmes;
- organised recreation and cultural activities.

The ratios of these activities across different locations will indicate whether coverage is systematic; the numbers can likewise be compared to population estimates. Within schools, it is important to know if recreational and supplementary curriculum activities are conducted on a regular basis. School records and reports of these activities must be verified by regular monitoring visits.

10.2.11 Monitoring and evaluation of organisational support and resource inputs. UNHCR guidelines on minimum resources standards should be fine-tuned at local level and plans made for their progressive implementation and how to improve on them. Monitoring sheets should be developed for field staff of the education project and UNHCR, so that there is focused and consistent data on met and unmet resources needs. Recommendations from evaluations, audits and missions that were undertaken should be systematically used in monitoring the status and improvements on education programmes.

Basic education	Refers to the establishment of a system providing primary education (usually from the first year of schooling to the end of the tenth year regardless of the local designation for this schooling) with a strong emphasis on sustainable literacy, numeracy and life skills , as well as education programmes for out-of-school youth and adults, mainly literacy and life-skills courses.
“Primary, secondary and tertiary education”	<p>Where these terms appear in the Guidelines, “primary” refers to the stage of schooling including class 1 up to class 8 and including “pre-primary” classes if these are an essential requirement for the primary school course. “Secondary” refers to the upper stage(s) of schooling oriented towards key “school-leaving examinations”, and “tertiary” refers to university and other professional/technical courses with similar admission requirements (in the country concerned).</p> <p>These are basically administrative categories for use within a single country, and have no precise educational meaning from an international perspective. This can be seen from the wide variation in the number of years of schooling classified as “primary” or “secondary” in different countries, and the changes made intermittently within individual countries.</p>
Life-skills education	It is a process aiming at attitude and behaviour change through the development of knowledge, skills and values. It focuses on promoting tolerance, preventing violent behaviour and providing people with conflict management and resolution skills. Education for peace, human rights, environment protection, preventive health care, personal safety, etc. are some of the topics developed to enrich existing curricula. It is also often termed as values education.
Non-formal education	Refers to the provision of basic education or alternatively in addition to formal school systems, usually organised in less formal settings and environments and with less structured activities, offering tailor-made courses for out-of-school children, adolescents and adults which do not necessarily lead to recognised certificates and diplomas.
Bridging Courses	An intensive course to carry the student from one course or topic to another.

Certification	Ensuring that teachers and students have their studies recognised by the authorities outside of the refugee community.
<i>in loco parentis</i>	Literally: in the place of the parent. For teachers it is a professional responsibility that they accept where the best interests of the child are paramount and that the teacher will do everything possible to protect and safeguard the child.
Safe Haven	A designated space (such as the school grounds) where the community agrees that this is where children and adolescents are protected and their rights are protected.
Shift System	A situation where a school operates for a number of hours in the morning and then a different school uses the same premises in the afternoon. Each "school" may use the same teachers.
Subject teachers	Teachers who are trained (or considered appropriate) to teach particular subjects to several grades, rather than teaching multiple subjects to a single class.
Subject Time	The time allocated to a particular subject lesson. It may be used to describe a single lesson on a subject (usually between 30-40 minutes) or to describe how many lessons a week a particular subject is allocated (e.g. Language usually has 10-12 periods a week – 5-6 hours).
Supplementary materials	Materials (often reading materials) that are not required directly by a subject area but which aid the child's general understanding or help to maintain functional literacy (the ability to read and understand to a certain level).
Teacher incentives	A small payment made to refugee teachers by the Implementing Partner managing the education programme. These should be harmonised with other workers of equivalent status in the refugee community. This is not a salary.
Thematic education	An area of education not normally included as a subject in the curriculum but which has a curricular structure and can be taught as a subject. In well resourced education systems with open curriculum and highly trained teachers most thematic education can be integrated in general teaching, (as regular subjects are also taught thematically).
Vacation courses	Courses of instruction or specific subjects that are taught outside the normal school timetable.

INTERNATIONAL DECLARATIONS AND INSTRUMENTS
DEFINING EDUCATION AS A BASIC RIGHT

1951 Convention Relating to the Status of Refugees, Article 22:

Public Education

1. The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education.
 2. Contracting States shall accord to refugees treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships.
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1948 Universal Declaration of Human Rights, Article 26:

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
 2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.
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CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women)

Art. 10:

“State parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- a) The same conditions for career and vocational guidance.....
 - b) Access to the same curricula, the same examination, teaching staff.....
 - c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education.....
 - d) The same opportunity to benefit from scholarships and other study grants.....
 - e) The reduction of female students' dropout rates.....
 - f) The same opportunities to participate actively in sports and physical education.....
 - g) Access to specific educational information
-

1989 CONVENTION OF THE RIGHTS OF THE CHILD

Article 2:

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

1989 Convention on the Rights of the Child

Text

Article 28

1. States Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates;

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular accounts shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilisations different from his or her own;
- (d) The preparation of the child for responsible life in free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.

Unofficial summary of main provisions

Education

The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity. The State shall engage in international co-operation to implement this right.

Aims of education

Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

Text

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

**Unofficial summary of
main provisions****Children of minorities or
Indigenous populations**

Children of minority communities and indigenous populations have the right to enjoy their own culture and to practise their own religion and language.

EDUCATION SCENARIOS

Several factors affect the type of support needed by refugees and other persons of concern to UNHCR, including the numbers involved and whether the language of instruction is the same as in refugees' area of origin. There are also issues of teachers and their qualifications,

- **Asylum Seekers.** If asylum seekers are not designated prima facie refugees, then UNHCR has an advocacy role for the children under the CRC to the host country government to ensure that children are not discriminated against in terms of their education. If the group is designated prima facie refugees then UNHCR undertakes education according to these guidelines.
- **Emergency Situations.** Where there is a large influx (which is the usual the definition of an emergency), structured recreational activities run by the community should be undertaken as step 1 while questions of curriculum, teachers, buildings, etc. are being decided. Ideally these structured activities should be implemented immediately. If the time in transit camps is longer than a week then these programmes should be implemented in the transit camps. Otherwise they should be developed as soon as the refugees have shelters.
- **Small caseload.** Where the numbers of school-age refugees are small, and where the language of instruction is the same and the host country government is willing and the schools are available, refugee students should be admitted to local schools or colleges. In this situation, UNHCR should advocate for admission of refugee students without administrative barriers, and on the same basis as nationals. This would also be the situation for urban refugees, who by definition of being in an urban situation demonstrate a willingness to attend local schools. UNHCR's role is then one of advocacy to ensure that they are not discriminated against.
- **Moderate numbers, attending local institutions.** Where significant refugee or internally displaced populations (IDPs) of concern to UNHCR live alongside local residents, and where the language of study is one the children have used previously, UNHCR should request local schools to accommodate the displaced students. UNHCR should supply additional textbooks, educational and recreational materials, if necessary. It may be possible to negotiate such access in return for building additional classrooms (which will benefit local students after refugees leave). This is

often preferable to paying salaries for additional teachers, which can be a costly commitment, if national pay scales have to be met. Bridging courses are needed if refugees' previous language of study was not that used in the country of asylum, and special courses are required so that refugees retain language skills needed to continue their studies after repatriation.

- **Moderate numbers, separate classes or schools.** In some circumstances it is less costly to set up temporary refugee or IDP classes, staffed by refugee or IDP teachers who are paid an 'incentive'. This has the advantage of allowing displaced children to be taught by teachers from their own community, and with special programmes to meet their special needs. The classes may be held in existing school structures, used on a 'shift' basis, with support for construction of extra classrooms, if needed; or in schools erected in refugee or IDP neighbourhoods. This approach is helpful if the language of study in local schools differs from that used in the area of origin of refugee students.
- **Large population influxes.** Where a large number of refugees or IDPs arrive in an area, it will be necessary to establish separate education programmes. These programmes begin with immediate support for community-based simple schooling and other education programmes for young people. This should be developed quickly into a normal education programme, with certification. Teachers should be drawn mainly from the displaced community, and provided modest 'incentives' after proper selection procedures have been instituted, to ensure continuity of staffing.
- **Local settlement/integration.** If the host country allows local settlement, then the education curriculum offered must be that of the host country. It may be that the support then offered to the host country is the same as when moderate numbers are attending local schools.
- **Repatriation.** When refugee populations repatriate, UNHCR should ensure that children and adolescents in returnee areas have immediate access to simple educational activities and that normal education programmes resume quickly, without discrimination against returnee students or teachers. Documents should be given to returning students and teachers, indicating the education level attained. Information and counselling should be available to students whose courses may be interrupted by repatriation.

EDUCATION SECTOR SAMPLE OBJECTIVES,
OUTPUTS AND INDICATORS

I. EDUCATION

FMIS Code(s): 1.21 General primary education; 1.22 General secondary education; 1.23-28 Scholarships (1.23 Lower secondary academic, 1.24 Post-primary vocational, 1.25 Higher secondary academic, 1.26 Higher secondary vocational, 1.27 Post-secondary academic, 1.28 Post-secondary vocational); 1.29 Foreign language training/cultural orientation; 1.30 Literacy training (mother tongue); 1.31 Vocational skills training; 1.32 Pre-school/Day-care; 1.40 At-risk children; 1.98 Other education activities

Objective 1: All children and adolescents are able to complete basic education; primary and lower secondary schooling and the whole population will have appropriate access to alternative or further education and training, (general or vocational). [Policy Statements 2,3,4]

Impact Indicators	Outputs	Performance Indicators
<ul style="list-style-type: none"> → % of all boys/girls aged 5-17 in population who are enrolled in education programmes (pre-school, school or other courses) by refugee or national; country of origin; location]. Same for age-groups 5-11, 12-17 separately. (Indicate whether age databased on measurements or estimates; if the latter, describe estimation process) → % of sites with access to pre-school, primary, secondary, non-formal education activities → % of female/male students passing year-end examinations/ external examinations → % of female/male continuing into the next year → % of female/male successfully completing primary/secondary examinations, who enrol in next level of education [by refugee/national; country of origin; location] → Accessibility of pre-school, primary, secondary & non-formal education activities 	<ul style="list-style-type: none"> Children, adolescents and some youth participating in schooling Non-formal education programmes organised in each major location, for pre-school, adolescents/youth/adults Students assisted to attend national institutions Schools accessible from all neighbourhoods 	<ul style="list-style-type: none"> → X number of schools supported and/or monitored by UNHCR [by level/type of school (including gender of students); refugee or national] → X number of boys/girls enrolled in institutions supported and/or monitored by UNHCR [by grade/level/type of school; refugee or national school; refugee/national status; country of origin; by age-group] → X number of individual boys/girls assisted to attend local schools/colleges [by grade/level/type of education/training; country of origin; by age-group] → X number of beneficiaries in non-formal education programmes [by level/type/duration and gender; refugee or national; country of origin; by age-group]

I. EDUCATION

FMIS Code(s): I.01 Plan/survey/research/evaluation; I.21 General primary education; I.22 General secondary education; I.23-28 Scholarships; I.29 Foreign language training/cultural orientation; I.30 Literacy training (mother language); I.31 Vocational/skills training; I.32 Pre-school/day-care; I.40 At-risk children; I.97 Teacher training/orientation/seminar, etc.; I.98 Other education activities

Objective 2: Education programmes promote refugee participation, gender equity and sensitivity, and meet needs of vulnerable groups with special attention to at-risk children and adolescents. [Policy statements 1,5]

Impact Indicators	Outputs	Performance Indicators
<ul style="list-style-type: none"> → % of girls in school vis a vis the number of school age girls in the community → Female enrolment as % of total student enrolment (male + female) [by grade/level/type of education/training; refugee or national; country of origin; location] → % of female staff among teachers, principals → % female teachers with pastoral care responsibilities for girls → % of teachers who are refugees → % girls achieving on parity in examinations → % reduction of drop-out rate of girls 	<p>Gender parity and sensitivity promoted</p> <p>Educational needs of special groups are met (persons with disability, orphans, ex-child soldiers, ex-militia, other at-risk categories)</p> <p>Establishment of active and representative PTAs</p> <p>Introduction of modules on Human Rights including & Rights</p>	<ul style="list-style-type: none"> → X number of females/males receive support to promote attendance, where needed (e.g. food, sanitary supplies, clothing, child-care facilities, transport) [by level/type of education/training; country of origin; location; age-group] → X number of women serving as principals, deputy principals, teachers, and teaching assistants. And women as % of total numbers [by level/type of education/training; location] → X number of trainings/campaign activities to increase girls' attendance and promote gender sensitivity in education [by level/type of education/training; category of trainees (project staff, teachers, community, other); location] → X number of women on PTAs and Community Education Committees, and women as % of total members → X number of children/adolescents/adults with disability participate in education/training (by level/type of education/training; whether integrated with other students; equipment provided; location) → X number of at-risk children/adolescents/youth/adults receive special monitoring or support to promote their education/training and social integration [by group (ex-child soldiers, child-headed households, fostered children, school-age mothers, ex-militia members, victims of gender violence, others as applicable), gender, age-group, country of origin, location]

I. EDUCATION

FMIS Code(s): I.21 General primary education; I.22 General secondary education; I.23-28 Scholarships; I.29 Foreign language training/cultural orientation; I.30 Literacy training (mother tongue); I.31 Vocational/skills training; I.40 At-risk children

Objective 3: Beneficiaries will complete full cycles of education to ensure durable solutions and contribute to future social and economic development of the affected populations. [Policy Statement 6]

Impact Indicators	Outputs	Performance Indicators
<ul style="list-style-type: none"> → % of a one-year age-group completing a cycle of studies during the year [by level/type of education/training; gender; country of origin] → X number of past students reporting employment using their education/training [by level/type of education/training; gender; country of origin] 	<p>Completion and certification of cycle of education/training recognised through annual/national examinations</p> <p>Adjustment of vocational and professional course selection and content to promote employment prospects</p>	<ul style="list-style-type: none"> → X number of students completing a cycle of studies during the year [by level/type of education/training; gender; country of origin] → X number of students receive certification recognised in country of asylum and/or origin [by level/type of education/training; gender; country of origin] → X workshops/trainings to adjust course content to promote employment prospects → X students linked to employment through apprenticeship, internships, microcredit programmes, etc.

I. EDUCATION

FMIS Code(s): I.21 General primary education; I.22 General secondary education; I. 29 Foreign language training/cultural orientation; I.30 Literacy training (mother tongue); I.31 Vocational/skills training; I.32 Pre-school/day-care; I.40 At-risk children; I.98 Other education activities

Objective 4: Ensure early intervention and development of education programmes in the earliest stages of an emergency, and access to education programmes by children and adolescents upon arrival. [Policy Statement 8]

Impact Indicators	Outputs	Performance Indicators
<ul style="list-style-type: none"> → % education programmes/schools established within the first three months of the emergency → % newly arrived children/adolescents participating in appropriate structured activities/education within 1-3 months of arrival [by gender; age-group; location] → Pupil/ teacher ratio 	<p>Rapid response by existing education programmes</p> <p>Emergency education response in new areas</p> <p>Structured activities include trauma healing components such as recreation, expressive activities, social service</p> <p>Arrangements made for commencement of new school year/for creation of a unified system of schooling</p>	<ul style="list-style-type: none"> → % of education materials pre-positioned including nutrition & reproductive health materials → Stand-by arrangements for education personnel are in place → Level of active refugee participation in education planning → % of schools with a teacher trained in psychosocial needs and trauma healing of new arrivals → X number of newly arrived students admitted to existing schools or new schools or special emergency classes during year [by age/grade; gender; speed of response; location] → X number of newly arrived children and adolescents participating in other structured activities [by type of activity; age-group; gender; location]

I. EDUCATION

FMIS Code(s): I.21 General primary education; I.22 General secondary education; I. 29 Foreign language training/cultural orientation; I.30 Literacy training (mother tongue); I.31 Vocational/skills training; I.32 Pre-school/day-care; I.40 At-risk children; I.98 Other education activities

Objective 5: Beneficiaries have access to sustained enrichment programmes in life skills and values education, that improve the quality of education. [Policy Statement 7]

Impact Indicators	Outputs	Performance Indicators
<ul style="list-style-type: none"> → Sample surveys indicate positive behaviour/attitude change and values → Reduction in negative behaviours → Mutually reinforcing links between school and community programmes → Ownership of programmes by the communities 	<p>Health education (including nutrition and HIV/AIDS awareness) systematically provided in schools and community</p> <p>Peace Education systematically provided in schools and community (including Human Rights education with particular emphasis on & Rights Environmental education systematically provided in schools and community</p> <p>Landmine and unexploded ordnance education provided when appropriate</p>	<ul style="list-style-type: none"> → X number of planning, review, development, co-ordination, teacher/facilitator training sessions to develop/improve locally appropriate programmes, linked to national/regional programmes where appropriate → X number of beneficiaries in each programme (by types of programme; age-group; gender; location] → Availability of appropriate educational materials → X number of resource people → Amount of resource material provided and utilised → X number of campaigns, school visits, etc.

I. EDUCATION

FMIS Code(s): I.03 Education facilities construction; I.21 – General primary education; I.22 General secondary education; I.29 Foreign language training/cultural orientation; I.30 Literacy training (mother language); I.31 Vocational/skills training; I.32 Pre-school/day-care; I.40 At-risk children; I.97 Teacher training/orientation/seminar, etc.; I.98 Other education activities; 1.99 Sector support/management

Objective 6: Organisational support and resources ensure smooth and effective functioning of education and training programmes, with progressive improvement in quality [Policy Statement 1, 9,10]

Impact Indicators	Outputs	Performance Indicators
<p>→ All education and training programmes operate for the planned numbers of hours per year with the planned inputs and activities and progressive improvement of facilities</p>	<p>Infrastructure progressively upgraded to meet locally identified standards</p> <p>Educational supplies and teaching-learning materials provided, meeting locally established standards</p> <p>Basic furniture provided and progressively upgraded to meet locally identified standards</p> <p>Teachers recruited, supervised and provided incentives</p> <p>High quality in-service teacher training and guidance provided. (This should include child-centred/activity centred methodology, and content on health and nutrition as well as thematic education programmes)</p> <p>Community groups trained in leadership or supporting role in school management</p> <p>Promotion of inter-agency co-ordination, including action to promote recognition of studies in countries of asylum and origin</p>	<p>→ X number of class spaces (classrooms, tents, other) adequate/safe and inadequate/unsafe</p> <p>→ X number of students per school classroom/teacher [by level/type of education; for morning/afternoon shifts]</p> <p>→ X number of schools have staffroom, principal's room, library, store, laboratory/practical room, access to sports area, adequate water supply and latrines (date)</p> <p>→ X number of blackboards, pens, pencils, etc. supplied during year (compared to number required) [by grade/level/type of education/training; location]</p> <p>→ X number of textbooks, education aids, recreational/science/other materials/library books, etc. provided during year (compared to number required); [by grade/level/type of education/training; location]</p> <p>→ X number of classrooms have teacher chair/table, adequate student seating (according to locally agreed standards), and X schools have lockable cupboards (date)</p> <p>→ X number of teachers employed at beginning/end of year and paid incentives [by level/type of education/training; gender; refugee or national; country of origin; level of education/training, if known; level of incentives; location]</p> <p>→ X number of female teachers recruited</p> <p>→ X number of students per teacher [by level/type of education; for morning/afternoon shifts]</p> <p>→ X number of teachers newly recruited during year and paid incentives [by level/type of education/training; gender; location]</p> <p>→ X number of teachers receiving in-service training [by level/type of education/training; gender; vacation/term-time; duration (1-2/3-10/11+ days total); whether training recognised (by asylum/home country) during year]</p> <p>→ X number of mobile trainers, in-school mentors, school inspectors at beginning/end of year [by level/type of education/training; gender; location]</p> <p>→ X number of schools with Community Education Committee/Parent Teacher Association [by level/type of education; activities undertaken; location] (date)</p> <p>→ X trainings provided during year on community role in school management [by location]</p> <p>→ X inter-agency co-ordination meetings held [type; local/district/national/regional]; progress on recognition of studies/certification</p> <p>→ X of schools with supplies of drinking water, separate latrines for boys and girls, access to school feeding programmes, school health programmes</p>

STANDARDS FOR UNHCR-FUNDED SCHOOLS

Primary (Grades 1 to 8)	Secondary (Grade 9 and above)	In-Service Teacher Training
<p>Characteristics of the programme</p> <ul style="list-style-type: none"> - Pre-school classes for children under 6 years not funded by UNHCR, except for materials and training - School curriculum based on the country or area of origin - Language used in the country of origin schools - Target of primary schooling for all - Special afternoon classes for out-of-school children/ adolescents, with appropriate curriculum - Minimum of 4 hours/day above class 1, 6 hours/day after class 4 - Minimum of 5 days a week - Short vacations to increase hours of schooling per year - Final examinations recognised by Education Ministry of country of origin - Community support mobilised through Community Education Committee or Parent Teacher Association 	<p>Characteristics of the programme</p> <ul style="list-style-type: none"> - School curriculum based on the country or area of origin - Language used in the country of origin schools - Secondary education in refugee community-based schools, for high achieving students - Special afternoon classes for out-of-school children/ adolescents, with appropriate curriculum - Minimum of 6 hours/day - Minimum of 5 days a week - Short vacations to increase hours of schooling per year - Community support mobilised through Community Education Committee or Parent Teacher Association - Final examinations recognised by Education Ministry of country of origin 	<p>Characteristics of the programme</p> <ul style="list-style-type: none"> - Teacher selection based on tests, or performance at 'new-teacher workshop' - Training to include pedagogy, school subjects, meeting children's psychological needs, and messages regarding sanitation, health, environmental awareness, conflict resolution and human rights, etc. - Teacher training to be documented and recognised by the country of origin, if possible - In-service training for all teachers in vacations/week-ends/special days, at least 10 days per year - In-school training by project education advisers and school mentors - Refugee teachers to benefit from national training programmes and vice versa, as applicable

Primary (Grades 1 to 8)	Secondary (Grade 9 and above)	In-Service Teacher Training
<p data-bbox="288 338 520 367">Minimum Standards</p> <p data-bbox="225 400 336 430">Class size</p> <ul data-bbox="225 463 584 674" style="list-style-type: none"> - 35 to 40 pupils on average day in lower classes - 25 to 30 for multi-grade classes - 'Class teacher' system up to at least grade 6 <p data-bbox="225 730 331 759">Materials</p> <ul data-bbox="225 792 555 1335" style="list-style-type: none"> - Grade 1 to 4: slates, chalks, 2 exercise books - Grade 5-6: at least 4 x 100 pages exercises books - Grade 7-8: at least 6 x 200 pages exercise books - One reading and one arithmetic textbook per student - Other reading materials in resource centre - At least one set of all other textbooks (50 copies) per school <p data-bbox="225 1391 384 1420">Infrastructure</p> <ul data-bbox="225 1453 580 2027" style="list-style-type: none"> - Classroom size: about 6m x 7m - Toilets and potable water supply in all schools - Lockable storage room in each school - Playground sufficient for recreational activities - Staff room in each school - Reading room/resource centre in each school - Community support in site clearing and construction 	<p data-bbox="679 338 911 367">Minimum Standards</p> <p data-bbox="616 400 727 430">Class size</p> <ul data-bbox="616 463 975 640" style="list-style-type: none"> - 35 to 40 students on average day - 25 to 30 for multi-grade classes - 'Subject teacher' system <p data-bbox="616 730 722 759">Materials</p> <ul data-bbox="616 792 954 1061" style="list-style-type: none"> - Grade 7 and above: 2 x 200 pages exercise-book per subject - One textbook per student and per subject - Other reading materials in resource centre <p data-bbox="616 1391 775 1420">Infrastructure</p> <ul data-bbox="616 1453 975 1995" style="list-style-type: none"> - Classroom size: about 6m x 7m - Toilets and potable water supplies in all schools - Lockable storage room in each school - Playground sufficient for recreational activities - Staff room in each school - Reading room/resource centre in each school also available to the community in the evening when possible 	<p data-bbox="1007 730 1118 759">Materials</p> <ul data-bbox="1007 792 1362 943" style="list-style-type: none"> - One complete set of teaching manuals per school - Materials for preparing teaching aids

Primary (Grades 1 to 8)	Secondary (Grade 9 and above)	In-Service Teacher Training
<p>Equipment</p> <ul style="list-style-type: none"> - Simple clean seating for all students, based on local practice - Minimum 2m² blackboard space per class, regularly repainted - One portable ABC chart per class - One portable number chart per class - One globe per school - Minimum of one large world map, one country of origin and asylum map per school, with smaller versions in classrooms for regular reference - Laminated wall charts in each classroom to make supportive 'learning environment' - Other education material, as appropriate - One mimeograph and one laminating machine per project office - Sports equipment in each school - Chair and table for each teacher 	<p>Equipment</p> <ul style="list-style-type: none"> - Simple clean seating for all students, based on local practice - Minimum 2m² blackboard space per class, regularly repainted - Chair and table for each teacher - One globe per school - Minimum of one large world map, one country of origin and asylum map per school, with smaller versions in classrooms for regular reference - Laminated wall charts in each classroom to make supportive 'learning environment' - One science kit per school - One educational materials, as appropriate - One mimeograph and one laminating machine per project office - Sports equipment in each school - Chair and table for each teacher 	

Associated Materials

Action for the Rights of Children Critical Issues Education January 2001

Assisting Disabled Refugees A Community Based Approach 1996

Evaluation of GTZ/Basic Education for Afghan Refugees (BEFARe) in Pakistan June 2002

HIV/AIDS Education for Refugee Youth The Window of Hope 2001

Learning For a Future: Refugee Education in Developing Countries December 2001

Partnership: An Operations Management Handbook for UNHCR's Partners

Policy and Guidelines for DAFI Scholarship Projects 2002

Refugee Emergencies A Community Based Approach 1996

Reproductive Health in refugee situations. An Inter-agency Field Manual 1999

Sexual and Gender Based Violence Against Refugees, Returnees and Internally Displaced Persons. Guidelines for Prevention and Response (Draft) 2003

Summary Note on UNHCR's Strategy and Activities Concerning Refugee Children May 2002

From Emergency to Empowerment The Role of Education for Refugee Communities AED 1995

UNHCR Community Services Information Kit 1996

UNHCR Peace Education Programme Brochure 2001

UNHCR Regional Education Conference and Peace Education Design Workshop Report January 2002

Urban Refugee A Community Based Approach 1996

Working with Unaccompanied Children A Community Based Approach 1996

World Education Forum: Education for All Education in Situations of Emergency and Crisis: Challenges for the New Century Dakar Senegal April 2000

