



**UNHCR**

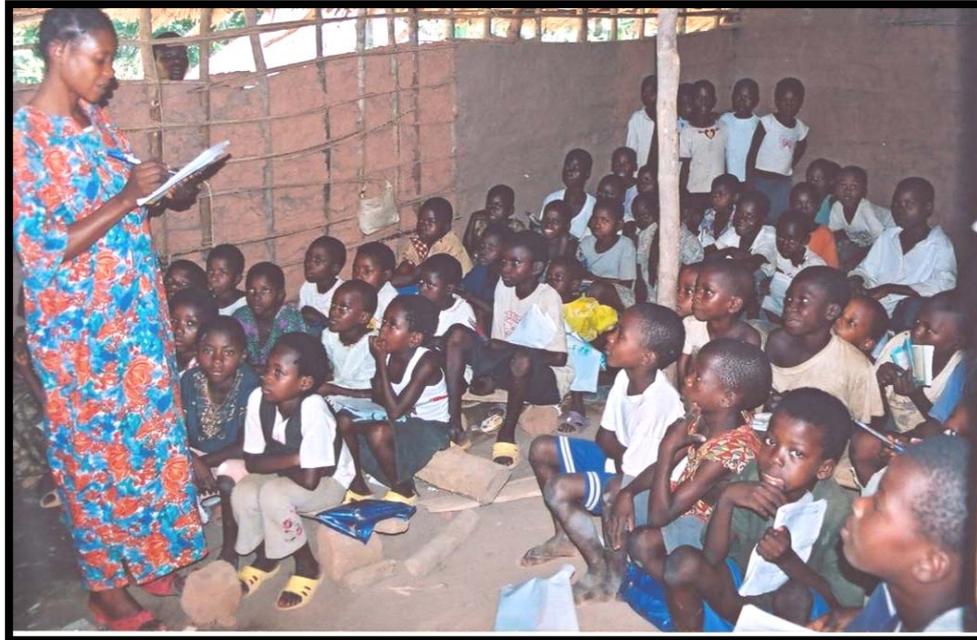
**The UN  
Refugee Agency**

**Education Strategy  
2007-2009**

Policy, Challenges and Objectives

**Technical Support Section  
Division of Operational Services  
UNHCR Geneva**

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## Note

This document has been produced by UNHCR Technical Support Section (TSS). TSS is committed to the provision of guidance and technical support to the field in the Education Sector. This support is given through the development of guidelines and tools, the delivery of trainings, the mobilization of resources and the reinforcement of partnerships at the global level. All these activities are undertaken with the purpose of strengthening the protection of children of concern to UNHCR through safeguarding their right to quality education within safe learning environments.

## Acknowledgments

UNHCR' Education Strategy has been developed on the basis of large consultations and discussions with UNHCR's field offices and departments and UNHCR's partners. A round table was held in Geneva in October 2006 to discuss and agree on the main issues and objectives highlighted in this Strategy. During this meeting, UN agencies, International NGOs and the donor community all made valuable contributions which are reflected in this paper. The production of this document would finally not have been possible without the hard work of UNHCR' Secretariat.

Technical Support Section (TSS)  
UNHCR Geneva

## List of Acronyms

AGDM:	Age, Gender and Diversity Mainstreaming
DAFI:	Albert Einstein German Academic Refugee Initiative Fund
CRC:	Convention on the Right of the Child
EFA:	Education for All
EFG:	UNHCR Education Field Guidelines
ExCom:	UNHCR Executive Committee
INEE:	Inter-agency Network for Education in Emergencies, Chronic Crisis and Reconstruction
ICESCR:	International Covenant on Economic, Social and Cultural Rights
MoU:	Memoranda of Understanding
MSEE:	Minimum Standards for Education in Emergencies
SGBV:	Sexual and Gender-based Violence

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# 1. Executive Summary

UNHCR recognizes that safeguarding the right to safe learning environment and quality education is an essential strategy to achieve the protection of refugee children and achieve durable solutions. Not only is education a basic human right acknowledged by a set of international legal instruments, but it is also essential in helping refugees reach self-reliance. The protection role of education has been outlined in UNHCR Agenda for Protection (Goal 5) and continuously emphasised in a number of ExCom Conclusions.

Despite this overall recognition of the value of education, UNHCR is still faced with major education challenges, and hindering it to be an effective strategic element for the protection of children. In 2005, at least one-third of refugee children and adolescents in camp-based situation were still out-of-school or had dropped-out of school.<sup>1</sup> This paper highlights that this number is largely comprised of children and adolescents, especially girls, who are challenged with a lack of access to livelihoods, safe-school environments, post-primary educational opportunities and/or a lack of access to education in emergency or repatriation contexts.

To address the above mentioned challenges, UNHCR has defined a three-year strategy. The overall goal of this strategy is to increase school enrolment rates by 30 per cent by 2009 (10 per cent/per year) through reducing education gaps in terms of accessibility, safety and quality and post-primary education. The strategy is articulated around the achievement of seven objectives which are described in this document: the first three objectives aim at strengthening the protection of children and adolescents, and safeguarding their right to education, through the reduction of education gaps notably with regard to access and retention; quality and safety; and post-primary education in various operational contexts. The other four objectives aim to reinforce UNHCR's capacities in the education sector by improving technical support; developing partnerships; intensifying fund raising and advocacy for education; and establishing monitoring and evaluation mechanisms. The Education Strategy aims to fulfil the UNHCR's Overall Strategic Objectives (2008-2009) in specific Objective 3 "to realize the social and economic well being of persons of concern to UNHCR, including by enhancing education and skills training for young people".

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<sup>1</sup> According to available statistics in refugee camps in a limited number of countries.

## 2. Introduction

Today, the Office of the United Nations High Commissioner for Refugees (UNHCR) is tasked with protecting and assisting some 20 million people across the world. These people include refugees, asylum-seekers, internally displaced persons (IDPs), returnees and stateless persons, and over 60 per cent of them are women and children. In collaboration with concerned States, UNHCR's primary purpose is to ensure their protection and physical safety, the safeguarding of their human rights, including the right to access of basic services, and to search for durable solutions to their plight.

After times of conflict, educational and recreational activities play a very important role in helping to reintroduce a sense of normality and routine into the lives of children and adolescents. They can contribute to addressing psychosocial needs and providing safe environments in which children, including adolescents, can be shielded from exploitation and abuse. Lifesaving messages can also be spread through educational activities on issues such as nutrition, sexual and reproductive health, HIV and AIDS, landmine security, water and sanitation, and the environment.

Moreover, not only is education a basic human right acknowledged by a set of international legal instruments, but it is also essential in helping refugees reach self-reliance. Both formal and non-formal education, notably life skills and vocational training, can contribute significantly to the self-reliance and empowerment of persons of concern to UNHCR and thus create the "human and social capital" needed for future reconstruction and economic development in areas of origin or integration.

Safeguarding the right to safe and quality education is therefore an essential part of UNHCR's strategy to achieve these objectives. The protection role of education is highlighted in Goal 6 of UNHCR's Agenda for Protection,<sup>2</sup> and reaffirmed in a number of Executive Committee (ExCom) conclusions on international protection. In 2006, a decision adopted by the Standing Committee of ExCom reaffirmed the important role played by education in the protection of children and requested UNHCR to pursue all efforts to budget adequate funds for quality education with gender parity and a safe school environment, in accordance with the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction. Ensuring the right to education is a key priority flagged in the first of UNHCR's Global Strategic Objectives for 2007.

Despite this overall recognition of the value of education, UNHCR is still faced with major challenges with regard to using education as an effective strategic tool for the protection of children. In 2005, many refugee children and adolescents in camp-based situations, especially girls, lacked access to safe school environments, post-primary educational or livelihood opportunities, or to any form of education in emergency or repatriation contexts. Even basic education in care and maintenance situation has been affected by the budget constraints in recent years.

Consultations, held in 2005 to try to address some of these issues, highlighted the need to review the organization's approach to education and to strengthen the links between education,

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<sup>2</sup> See Agenda for Protection, Third Edition, October 2003, p. 88 or A/AC.96/965/Add.1, 26 June 2002.

durable solutions and protection. These broad discussions have led to the definition of a three-year Education Strategy for 2007-2009, which is set out in this document.

**The overall goal of the Education Strategy is to have increased school enrolment rates by 30 per cent by 2009 (10 per cent/per year) through reducing education gaps in terms of accessibility, safety and quality and post-primary education.**

This document has three main parts: the first sets out the general policy framework in which UNHCR's education strategy is embedded; the second outlines the main challenges for providing refugee children with access to quality education and safe learning environments; and the last part defines UNHCR's strategy for addressing these challenges. Annex I presents a matrix showing activities and expected outcomes; and Annex II lists UNHCR's Education Policy Commitments.

### 3. UNHCR's education policy framework

The Education Strategy for 2007-2009 has been developed in accordance with a broader policy framework which is based on UNHCR's protection mandate and protection strategies, UNHCR's Education Field Guidelines and the Inter-Agency Network for Education in Emergencies', Chronic Crises and Early Reconstruction Minimum Standards (INEE MS).

#### 3.1 UNHCR's protection strategies

UNHCR's policy framework and strategy on education are based upon:

- a. Its key mandate to protect and assist refugees, including through specific protection strategies for refugee women and refugee children, including adolescents.
- b. Legal instruments, international commitments and Executive Committee conclusions on international protection, which uphold education as a basic human right and recognize the role of education as a protection tool.
- c. Its commitments to the Education for All (EFA) Strategy and the Millennium Development Goals (MDGs).

##### 3.1.1 Legal instruments, international commitments and Executive Committee conclusions

- *Legal instruments:*

In order to achieve its primary goal of safeguarding the rights and well-being of refugees, including the right to education, UNHCR is both mandated and guided by the organization's Statute and the 1951 United Nations Convention Relating to the Status of Refugees and its 1967 Protocol. The 1951 Convention guarantees refugee children the right of access to "elementary education". Article 22 states that they should be accorded the same treatment as is accorded to nationals of the host country with respect to elementary education.

Other international legal instruments also stress that access to quality education is essential to the protection of children and women. The 1948 Universal Declaration of Human Rights first established the right to free and compulsory education at the elementary level. The Declaration also called for professional and technical education to be made available.

In order to reinforce children's right to education, UNHCR is advocating for the application of the 1989 Convention on the Rights of the Child (CRC) which calls for States to make primary education compulsory and free for all, and to encourage the development of accessible secondary and alternative education. The 1966 International Covenant on Economic, Social and Cultural Rights (ICESCR) calls for basic education to be made available to those who have not received or completed primary education.

Finally, in order to ensure that girls and women have the same access to education as boys and men, UNHCR also advocates for the enforcement of Article 10 of the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). This article stresses that the same conditions for career and vocational guidance, access to studies and educational establishments should be afforded to both women and men.

- *UNHCR's international commitments:*

UNHCR is strongly committed to the achievement of the United Nations Millennium Development Goals (MDG) and the Education for All (EFA) strategy on which its education programmes are based. The EFA strategy originated in 1990 in Thailand, where States committed themselves to making primary education universal and to reducing illiteracy considerably before the end of the decade. A special emphasis was placed on children in difficult circumstances, including those in conflict situations and those belonging to ethnic minorities. In the Millennium Declaration, Member states of the United Nations set eight ambitious goals to redress poverty in the world by 2015. Two are related to education: universal primary education and gender parity at primary and secondary levels. Both the EFA and the MDGs provide an important framework for UNHCR's education policies, especially as regards access to quality education, gender equality and non-formal education.

- *Executive Committee conclusions:*

Executive Committee (ExCom) conclusions contribute significantly to the definition of UNHCR's protection strategy as they give clear orientation to UNHCR's protection policy and interpretation of the 1951 Convention.

#### **The recognition of education in ExCom conclusions**

Over the past 20 years, a number of ExCom conclusions have reaffirmed the right to education for refugees and asylum-seekers and recognized the link between education and the attainment of self-sufficiency and durable solutions<sup>3</sup>. ExCom has also recognized the role of education in empowering women and fostering peace and reconciliation.<sup>4</sup>

In 2004, noting "the ongoing problem faced by countries of asylum (...) in coping with the consequences of mass influx situations once they have stabilized (...)", the Executive Committee recommended the inclusion of several elements in the international response including exploration by all actors of ways to improve primary education, achieve gender parity and secure funding to expand post-primary opportunities (secondary, vocational and tertiary), especially for adolescents.<sup>5</sup>

<sup>3</sup> Ex Com Conclusion No 59 (XL) – 1989.

<sup>4</sup> Ex Com Conclusion No 64 (XLI) – 1990 and Ex Com Conclusion No 80 (XLVII) – 1996.

<sup>5</sup> Ex Com Conclusion No 101 (LV) – 2004.

In recent years, greater emphasis has been placed on the urgent need to address protection issues faced by children with specific needs and adolescents, including through the provision of education, psychosocial support and recreational activities. The strategy developed for education in UNHCR takes into account and reinforces the above conclusions.

### **3.1.2 UNHCR's protection strategies for refugee women, men, girls and boys of concern**

In addition to the aforementioned international commitments and guiding legal instruments, UNHCR has also developed strategies to strengthen the protection of children, including adolescents. These strategies ensure that UNHCR operations are accountable for the fulfilment of the five global priority issues for children, the High Commissioner's five commitments to refugee women as well as for the implementation of the age, gender and diversity mainstreaming (AGDM) strategy. Access to quality education and a safe learning environment is central to the achievement of these commitments.

- *UNHCR's five global priority issues for girls and boys of concern:*

UNHCR's global priority issues for children address:

- 1) the separation of girls and boys from their families and care givers;
- 2) sexual exploitation, abuse and violence;
- 3) military recruitment;
- 4) education; and
- 5) the specific needs of adolescents.

The fourth priority, on education, is essential for achieving the others. The probability of children being recruited by armed forces or armed groups, forced to engage in sex for survival or exposed to human trafficking greatly decreases when they are provided with access to safe learning environments in formal or non-formal education. This is even more important for unaccompanied and separated children, child-headed families and adolescents who can not benefit from the protection of their relatives. School registration allows for the follow-up and monitoring of children, which in some cases can lead to children being reunited with their parents or other family members. Further, non-formal education can both support and sustain lives by conveying key messages on military recruitment, sexual and gender-based violence (SGBV), and HIV and AIDS, and by promoting personal self-sufficiency, especially for adolescents.

- *The High Commissioner's five commitments to refugee women:*

Women and children represent over 60 per cent of the persons of concern to UNHCR. Because forced displacement affects refugees differently, depending on age and gender, effective protection strategies require an understanding of how gender roles have changed and who in the family and community controls resources and makes decisions. In that respect, UNHCR has made five commitments specific to refugee women:

- 1) to encourage the active participation of women in all refugee committees;
- 2) to ensure the individual registration of all refugee women and men;
- 3) to protect refugee women from SGBV;
- 4) to ensure their participation in the management and distribution of food and non-food items;  
and
- 5) to secure the provision of sanitary materials for all women and girls of concern.

The achievement of these five commitments would make a significant contribution to safeguarding the right of refugee girls and women to education. Through the provision of individual documents, including birth certificates, and participation in camp management, female refugees will be in a better position to access essential basic services such as education. Ensuring that women and girls have access to quality education and training on SGBV, reproductive health, HIV and AIDS etc., will also help advance their empowerment.

- *Age, Gender and Diversity Mainstreaming:*

To support the achievement of these protection commitments to women, men, girls and boys, UNHCR has established the age, gender and diversity mainstreaming strategy (AGDM), which recognizes the importance of gaining a deeper understanding of the different protection risks refugees' face depending on their age, gender and diverse backgrounds. The introduction of AGDM is designed to expand the participation of refugee women and men of different ages and backgrounds in the planning, monitoring and implementation of UNHCR activities. It also aims to ensure that all staff takes responsibility for enforcing the rights of refugee women and children, in line with the goals of the *Agenda for Protection*, and a framework has been designed to ensure accountability at all levels. Participatory assessments with girl and boy children and adolescents have highlighted the specific protection risks to which they are exposed, and allowed them to participate in the definition of appropriate responses to secure their right to quality education and safe learning environments.

### **3.2 UNHCR's education policy**

UNHCR's education framework is also supported by the UNHCR Education Field Guidelines<sup>6</sup> which were revised in 2003. They were subsequently field-tested through education workshops organized in all regions worldwide.

The guidelines are based on ten policy commitments (see Annex III) and provide the Field with technical guidance in the design and the monitoring of educational programmes. They underline that UNHCR is committed in particular to safeguarding the right of refugees to education and to ensuring the provision of basic education for all girls and boys of concern, guaranteeing their protection, and enhancing the possibility of durable solutions. Basic education here refers to the establishment of a system providing education from the first year of primary schooling to the end of the tenth year, with a strong emphasis on literacy, numeracy and life skills, as well as education programmes for out-of-school youth and adults.<sup>7</sup>

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<sup>6</sup> The Education Field Guidelines can be found on UNHCR's website: <http://www.unhcr.org/cgi-bin/texis/vtx/protect/opendoc.pdf?tbl=PROTECTION&id=40586bd34>.

<sup>7</sup> See Education Field Guidelines p. 59.

UNHCR’s education policy is not limited to the provision of primary education, but includes lower secondary school as well as non-formal education, such as life-skills training, vocational training and literacy classes. Likewise, it does not only try to address the educational needs of younger children, but also those of adolescents, primary-leavers and young adults. UNHCR also aims to “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.”

### **UNHCR Education Terminology (EFG)**

*Basic Education:* refers to the establishment of a system providing primary **and** lower secondary education as well as alternative education programmes for out-of-school youth and adults.

*Primary, secondary and tertiary education:* these are administrative categories which divide the formal school system into grades and can vary significantly from one country to the other. Despite this variation, primary education usually refers to the stage of schooling where essential literacy and numeracy skills are acquired, secondary refers to the upper stages of schooling oriented towards key “school-leaving examinations”, and “tertiary” refers to university and other professional/technical courses with similar requirements.

*Non Formal Education:* refers to the provision of education which is usually organised in less formal settings and environments and with less structured activities which do not necessarily lead to recognized certificates and diplomas. Non formal education can include activities such as vocational trainings, life skills education, adult literacy class etc.

UNHCR’s Education Field Guidelines also emphasize the importance of the quality of education and indicate that UNHCR should support systematic enrichment of the school curriculum with life skills and values education, and promote quality education through teacher training and the development of quality learning materials. This is essential to ensure that life-saving messages are conveyed in the school environment, and that teachers are trained to address SGBV incidents and children’s psychosocial needs.

Finally, the Education Field Guidelines give guidance on the planning, monitoring and evaluation of education programmes to ensure they are in line with established standards and indicators and receive appropriate financial and human resources. In this respect, global inter-agency mechanisms and partnerships should be strengthened to establish a cohesive and integrated approach to education in terms of funding, planning and expertise.

### **3.3 Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction**

UNHCR's education policy framework also incorporates the Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction (MSEE). The MSEE were developed within the Inter-agency Network for Education in Emergencies, Chronic Crises and Reconstruction (INEE), an open network of UN agencies, NGOs, donors and practitioners in which UNHCR actively participates. These minimum standards were the result of a broad and consultative process that involved education authorities, NGOs, and UN agencies from over 50 countries in Africa, Asia, Latin America, Europe and the Middle East. They were designed to address the lack of awareness and standards on education in emergencies, taking into particular consideration that the Sphere Project's Humanitarian Charter does not yet include education services as a key sector of disaster response.

The Minimum Standards for Education in Emergencies, Chronic Crises and Reconstruction comprise standards and indicators in five main areas: (1) community participation and situational analysis; (2) access and learning environment; (3) teaching and learning; (4) teachers and other educational personnel; and (5) education policy and coordination.<sup>8</sup> They provide UNHCR staff with guidance on education in emergency to reintegration contexts. UNHCR is involved in the dissemination of the MSEE through co-hosting workshops, participating in and facilitating MSEE Training of Trainers.

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<sup>8</sup> See Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction. January, 2004. pp. <http://www.unhcr.org/cgi-bin/texis/vtx/protect/openssl.pdf?tbl=PROTECTION&id=41eb7e0b4>.

## 4. Challenges and gaps in refugee education

Although education has been recognized as being central to the protection of persons of concern and the achievement of durable solutions, UNHCR is still facing difficulties in safeguarding the right to education for all children and adolescents of concern. In 2005, at least one-third of refugee children and adolescents in camp-based situations were not scholarized or had dropped out of school.<sup>9</sup> These were largely children and adolescents, especially girls, who lack access to safe school environments, post-primary educational or livelihood opportunities, or indeed to any form of education in emergency or repatriation contexts. This section describes the obstacles to ensuring that refugee children have access to quality education and highlights some of the underlying causes.

### 4.1 Livelihoods and break-up of families

In most countries of asylum and return, school-related costs are the major obstacle to enabling persons of concern to gain access to education. Although international and national laws may state that education should be free at the primary level, in practice, this is seldom the case.

In camp situations, UNHCR and its partners support schooling for refugee children, usually up to lower-secondary level. In urban or local integration contexts, UNHCR does not always have the capacity to provide financial support to cover all school-related costs (e.g. school fees, uniforms, school books, teachers' salaries, transportation fees, and sanitary materials). In such cases, parents cannot afford these costs and usually prioritize their expenditures to cover other essential requirements, including food, health care, shelter and water. Furthermore, they often need their children to help contribute to the family income, thus discouraging them from attending school. Parents may also have to make a choice as to which child(ren) to send to school, and it is most often girls who lose out. Scarcity of livelihood and economic opportunities can also force parents to migrate to another region or city. Children are then left with host families, grandmothers, or in-laws, who often lack the means to pay their school fees in addition to those of their own children or who may resort to exploitation in exchange for feeding them.

Conditions which are inherent to or exacerbated by any factor of displacement, such as a low income, poor economic prospects or the break-up of families, are therefore the primary factors preventing children from going to school. It is also these factors which leave children exposed to protection risks outside the school environment.

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<sup>9</sup> According to available statistics in refugee camps in a limited number of countries.

## 4.2 Safe Learning Environment and Quality Education

Another factor preventing children from going to school, or leading to high drop-out rates, especially for girls, is **the lack of quality education and safe learning environments**. This remains a major protection challenge for UNHCR.

### **The need for safer learning spaces for children and adolescents of concern to UNHCR**

If education is to be an effective component of the protection strategy for children and adolescents, learning environments have to be secure enough to provide such protection and teaching has to be of quality in order to convey life-saving and life-sustaining messages.

Contrary to expectation, schools are not always safe places for children to be. Participatory assessments have revealed situations where the cycle of violence takes place even within the school environment. Violence can be perpetrated by both students and teachers and can take various forms, such as child labour, corporal punishment, peer-to-peer intimidation, exploitation and abuse. In the absence of supervision and monitoring mechanisms, it is clear that exploitation and discrimination in schools can all too easily occur.

Participatory assessments highlighted that in some regions the teachers themselves may exploit pupils both sexually and as their personal labour force. Such practices affect both refugee and local children and perpetuate violence within the school environment. This may be partly explained by the difficulties faced both in camp settings and in national schools in recruiting qualified teachers - including female teachers – in providing them with acceptable working conditions, and in enforcing the application of codes of conduct. In many cases, parents and children believe that they have no alternative but to accept this practice given the shortage of teachers, and the unequal power relations between them. Refugee children are particularly vulnerable to these forms of exploitation, considering that their families, or they themselves, can rarely pay for their school-related costs. In addition, the school infrastructures in the rural areas where the majority of refugees are hosted, or have returned to, are either non-existent or unsafe. Classrooms are overcrowded and supervision is generally inadequate. Schools frequently lack essential amenities, such as secured latrines, fencing and gates, doors and proper roofs.

In camp settings, there are additional constraints related to safety and quality of education. Based on available statistics, only 60 per cent of teachers in refugee camp schools are qualified, and only one-third are qualified female teachers.<sup>10</sup> Lack of equipment, furnitures, teaching material and text books impact the quality of education. There are situations where the concentration of traumatized children and children associated with armed conflicts also brings major pedagogical, disciplinary and protection challenges. Even when teachers receive adequate compensation for their time, power imbalances and the risk of exploitation remain high.

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<sup>10</sup> See Education Statistics Report, UNHCR 2003.

### 4.3 Post-primary educational opportunities

Another obstacle which limits refugees' access to education is the lack of post-primary educational opportunities. In fact, it is during adolescence that girls and boys face higher protection risks, and adolescents are more likely to live on their own or head a family, as their parents may have died or expect them to work. Without the protection and the financial support of their family, they are at an increased risk of various forms of exploitation.

Gaining access to secondary education, especially in the technical and professional sections, is more costly and difficult than at the primary level. As secondary schools are far fewer in number than primary schools and usually located at a greater distance from their homes, adolescents face increased challenges if they wish to continue with their studies. UNHCR is concerned that because adolescents lack post-primary education opportunities, they could be at an increased risk of sexual or labour exploitation in exchange for food and housing.

Despite UNHCR's priority policy to ensure access to basic education, which includes the lower secondary grades and non-formal education, funds are not always available for post-primary education as most donors focus on primary education. International NGOs which provide post-primary education to adolescent refugees are themselves faced with the same challenges. In addition, tertiary education, as a further example of post-primary education, is only available for refugees on a limited scale through the UNHCR-implemented Albert Einstein German Academic Refugee Initiative Fund (DAFI).<sup>11</sup>

Non-formal education, life skills training and vocational training of refugee adolescents receive equally low priority, despite the potential to create employment opportunities, generate income, promote sustainable livelihoods and help to ensure durable solutions.

### 4.4 Education from emergency to durable solutions

The lack of continuity of education services throughout all stages of exile, from the emergency phase to the achievement of durable solutions, constitutes yet another obstacle for refugee children's access to education.

In emergency situations, education is not perceived as a life-saving activity. It is not part of the immediate humanitarian response in the same manner as food, water, sanitation, shelter and health. Education often comes "afterwards," meaning that children can be left for several months without any structured activities when they have already suffered disruption of their studies during the conflict. Yet education should be considered a crucial element in a contingency plan because it can help children, adolescents and the entire community to regain a sense of normality, address psychosocial needs and convey life-saving messages. In order to raise awareness on education in emergencies, UNHCR plays an active role within the Inter-Agency Network for Education in Emergencies, Chronic Crises and Early Reconstruction and supports current efforts to include education in early humanitarian response.

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<sup>11</sup> While invaluable, the DAFI programme which aims at building capacity to prepare refugee communities for return, only makes tertiary education accessible for the most deserving refugees.

### **Education in humanitarian response**

Education should be a key component of humanitarian response as it is both life-saving and life-sustaining. In an emergency context, providing education is not about establishing a formal schooling system. It is about providing displaced children with safe environments where they can be protected from exploitation and abuse, and where key survival messages can be disseminated on issues such as landmine safety, military recruitment and HIV/AIDs prevention. It is also about offering structure, normality and hope to a refugee child's daily existence through the provision of recreational or semi-structured activities. In this respect, education in emergencies is essential to help heal the pain of traumatic experiences, build skills, support conflict resolution and peace building and foster the search for durable solutions.

Refugees also face major challenges in accessing education in a repatriation context. Their education is often discontinued during the preparatory phase of repatriation as well as upon return. Education programmes are often cut in a repatriation phase while access to school in areas of return is not guaranteed and the local schools may not have the capacity to integrate the children. In some regions, sexual exploitation and abuse of adolescent girls have been reported and related to the closure of camp-based secondary school structures. At the same time, there is no guarantee that the country of origin has the capacity to integrate the children into local schools. This situation leaves children and adolescents without any educational activities, be it in the country of origin or in the country of asylum, and thus at a high risk of exploitation or recruitment.

## **4.5 Particular challenges for girls and children with specific needs**

Gender discrimination, as well as the consequences of sexual exploitation, such as teenage pregnancies and higher health risks, still deprives many girls of access to education not only in camps, but also in urban, returnee and IDP contexts. Despite the international commitment to eliminate gender disparity in primary and secondary education (Millennium Development Goal # 3), there are situations where only one-third of the girls are enrolled in the first cycle of secondary education, and few complete their full secondary education. In the first years of schooling, it is generally observed that girls are attending school without discrimination. Significant rates of drop-out of girls occur during the last two years of primary education, for several reasons including early marriage, care of younger siblings, more home chores, as well as a lack of financial means for families to cope with all of the costs related to the education of older children. Unsafe school environments, where girls face the risk of sexual exploitation even at a young age, contribute to increasing the number of out-of-school girls. Where the first criterion of consideration for a scholarship is the merit of the student, girls face more constraints than boys, because they may be involved in household chores and generally have less time available to study. However, girls are shown to be more successful when they are supported. There is thus a need for more gender-sensitive approach in education to avoid perpetuating discrimination and gender inequalities.

Refugee children and adolescents with disabilities can also face a variety of challenges in accessing education. In many cases, teachers lack the appropriate training needed to respond effectively to the learning needs of children with disabilities; schools lack appropriate and

adaptable materials and/or infrastructure; and children often have great difficulty travelling to and from school. They may also suffer from discrimination for cultural and social reasons.

The above also applies to other groups at risks such as teenage mothers, children formerly associated with armed forces, and other groups for which adequate steps should be taken to facilitate their enrolment and retention in school.

## 4.6 Education for IDPs and asylum-seekers

Asylum-seeking children face additional challenges which are specific to their legal status. In certain countries of Eastern Europe for example, asylum-seeking children do not have access to local public schools, and language classes are reportedly irregular and of poor quality. As a result, children are forced to stay in overcrowded reception centres where they may face protection risks. Reports show that children have been exposed to physical violence and verbal abuses from the security guards, the police, and other asylum-seekers from different ethnic/national backgrounds.<sup>12</sup> In such circumstances, many children often prefer to leave the reception facilities and disappear or withdraw from the refugee status determination (RSD) procedure prior to a decision. This is a major protection concern for UNHCR as it is estimated that up to 30 per cent of disappearances could be linked to human trafficking.

Internally displaced children are faced with other specific problems related to their status, including lack of access to basic services in areas of refuge, as well as problems of general insecurity. Displacement often results in the loss or confiscation of identity documents as well as educational records. Without documentation, internally displaced children may be unable to enrol in school and this may become a concern for UNHCR from a protection point of view. Obtaining replacement documents is often very difficult and dangerous, requiring IDPs to return to their area of origin, even if the area remains unsafe. IDPs also suffer discrimination as a result of, for instance, their ethnicity or even the mere fact of being an IDP. In some cases indigenous and minority internally displaced students have been turned away before entering classrooms. Since internal displacement often occurs along ethnic lines, it disproportionately affects minorities and indigenous groups, who may have the added challenge of not speaking the local language of instruction. Discrimination may also take the form of segregated schools established for IDPs.<sup>13</sup>

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<sup>12</sup> See the AGDM report on eastern Europe for further details.

<sup>13</sup> For further information on IDPs, see E.Mooney & C.French, "Barriers and Bridges: Access to Education For International Displaced Children", Brooking Institution – University of Bern Project on International Displacement, 2005.

## 5. UNHCR's Education Strategy

To address education gaps and challenges, UNHCR has defined a strategy based on the achievement of seven objectives related to the following areas:

- Access and retention;
- Safety and quality;
- Post-primary education;
- Capacity building;
- Partnerships;
- Resources;
- Monitoring and evaluation.

The first three objectives aim at strengthening the protection of children and adolescents and safeguarding their right to education, through reducing education gaps as regards access, quality and safety and post-primary education in various operational contexts. The four last objectives aim at reinforcing UNHCR capacities in the education sector through improving technical support, developing partnerships, intensifying fund-raising and advocacy for education and establishing monitoring and evaluation mechanisms.

To meet these objectives, UNHCR will be working in particular with the support and close collaboration of key partners, notably Ministries of Education, UN agencies, international NGOs and the donor community. The achievement of the objectives will also be supported within UNHCR, in close collaboration with the Regional Bureaux, other sectors within the Technical Support Section, the Community Development, Gender Equality and Children Section, the HIV/AIDS Section, Peace Building, Livelihood and Partnerships Section, PSFR and DER.

### **OVERALL GOAL**

**To increase school enrolment rates by 10 per cent each year by safeguarding the right to quality and safe education for all boys and girls of concern to UNHCR in all phases of operations, as stated in the 1951 Convention Relating to the Status of Refugees (Article 22) and the Convention on the Right of the Child (Article 28).**

## 5.1 Access and retention

**Ensure that all children and adolescents of concern have a non-discriminatory access to free primary education and are accorded the same treatment as nationals with respect to secondary education, tertiary education and vocational training.**

- *Advocating for refugee access to education without discrimination:*

UNHCR is responsible for ensuring that governments respect their obligations to guarantee the right of persons of concern to education as stated in Article 22 of the 1951 Convention Relating to the Status of Refugees and Article 22 and 28 of the CRC. Schools, teachers, appropriate didactic materials and school furniture must be made available to refugee children regardless of their national and social origin, race, sex, language or religion.

In line with its protection mandate for refugees under 18 years of age, UNHCR must also ensure that children and adolescents at risk, such as primary leavers, teenage mothers, children formerly associated with armed forces and groups, and those with specific needs and disabilities, have access to educational opportunities that can empower them, provide them with adequate protection and help them become self-reliant and address their psychosocial needs.

- *Ensuring the continuity of education in all phases of operations:*

Raising awareness of the importance of ensuring the continuity of education throughout all phases of operations will be crucial for addressing education gaps in terms of access and retention.

UNHCR has developed in recent years a framework for durable solutions, which includes handbooks on local integration, self-reliance and reintegration, in an effort to bring together humanitarian and development actors. This framework highlights that education should be available in the country of asylum until access to basic services is ensured in the country of return. In a repatriation context, the decision to cut or continue education programmes should in that respect always be taken with primary consideration of the best interest of the child. This implies that children are not returned to a country where their right to education is denied, and that countries will not deny the right to education of refugee children to facilitate their repatriation.

- *Including education in the humanitarian response:*

Education as a protection tool will be included in humanitarian response at an early stage. However at this point, education does not mean the establishment of a formal school system with standardized infrastructures, provision of school books, etc., but rather as a strategy to create safe spaces for children and to start to provide them with key life skills and values. In this respect, education will be included in UNHCR's emergency training. Collaboration with

the Norwegian Refugee Council will also be strengthened to increase the number of deployments in emergency situations.

## 5.2 Safety and quality

**Ensure that quality education is provided to all children and adolescents of concern in safe learning environments.**

- *Improving the safety of the learning environment:*

To achieve its overall protection goal, UNHCR will systematically promote the establishment of safe learning environments in all of its operations. This will help increase enrolment rates as an unsafe learning environment is a major cause of school drop-outs, especially for girls. Guidance will therefore be provided to the Field on safe school infrastructures, enforcement of codes of conduct, recruitment of female teachers and establishment of community-based mechanisms for the prevention and response to violence in school. Awareness programmes on children's and women's rights will be promoted as well as livelihood projects which aiming at empowering parents and adolescents to address school-related costs and reduce unequal power relations between teachers and students. Partnerships with organizations such as IRC and Save the Children will be strengthened to improve the safety of learning environments and joint pilot projects developed in priority countries.

- *Enhancing quality and relevance of education programmes:*

Improving the quality of education will be important to increase the relevance of education programmes and ensure that children, especially girls, complete their school year. UNHCR will support gender-sensitive programming of education activities, teacher-training activities and enrichment of the curricula with modules on human rights, HIV and AIDS, SGBV and sexual and reproductive health.

## 5.3 Post-primary education

**Promote and monitor targeted educational measures in favour of adolescents at risk and/or primary-leavers to ensure their protection.**

- *Advocating for post-primary education as a protection tool:*

Post-primary education should be seen as an essential part of UNHCR strategy to address the protection risks faced by adolescent girls and boys of concern to UNHCR.

While the Education Field guidelines refer to basic education as primary *and* lower secondary education, as well as non-formal education for those out-of-schools (p. 59). In practice, it only includes primary education. This has led to lower priority being accorded to secondary and non-formal education, which has in turn affected the protection of refugee adolescents.

To address this situation, UNHCR will sensitize the donor community to the need to support education and livelihood programmes for adolescents in order to protect them from exploitation and abuse, including SGBV, forced recruitment and labour exploitation. UNHCR will also ensure that there is a common understanding of its definition of “basic education” as including lower secondary and non-formal education in addition to primary education. Partnerships with international NGOs (such as RET) and other UN agencies will also be strengthened to address gaps in post-primary education, particularly in the transition process between relief and development assistance.

- *Piloting projects to secure the livelihoods of adolescents at risk:*

To address the protection risks faced by adolescents, UNHCR will support the creation of alternative educational opportunities for children and adolescents who cannot integrate into the formal school system. These alternatives may include: vocational training, literacy and numeracy classes, basic management skills and income-generating activities to secure livelihood opportunities. UNHCR has already piloted an adolescent-at-risk project to support the reintegration of Liberian youth in their country of origin by training them in skills that are relevant to the local market needs.

- *Monitoring and evaluating the DAFI programme:*

UNHCR will continue managing its tertiary scholarship programme (DAFI) to strengthen refugee youth capacities to achieve durable solutions. The DAFI guidelines will be revised in 2007 to reflect UNHCR’s strategies and policy priorities developed in recent years, in particular the AGDM initiative. An impact study will be conducted to assess the achievements of the DAFI programme after 15 years, and will be used to promote access of young girls and boys to some forms of post-primary education.

## 5.4 Capacity building

**Provide clear guidance and technical support to UNHCR staff and partners on education in different operational contexts and for different persons of concern to ensure the continuity of education from the emergency phase to the achievement of a durable solution.**

- *Providing further guidance to the country offices:*

Field staff and operational partners will require further guidance for different operational contexts and persons of concern to UNHCR to ensure continuity of education in all phases of operations. UNHCR's Education Field Guidelines (EFG) are considered applicable to camp-based refugee situations only and are not sufficiently detailed when it comes to other contexts of displacement. UNHCR will therefore revise the Education Policy Field Guidelines to include chapters on education in the contexts of repatriation and reintegration; local integration; and resettlement, as well as to clarify the definition of basic education.

- *Providing direct support to the country offices:*

The capacity of the Field will eventually be reinforced through field missions and the provision of recommendations to priority countries faced with major education gaps. The implementation of recommendations will be followed up and supported through ongoing capacity building and training.

- *Training staff on the community-based approach to education:*

Training of UNHCR field staff and implementing partners on the community-based approach to education is an on-going effort that needs to be reinforced. Children and adolescents are still not sufficiently involved in decision-making processes. They tend to be under-represented in local working groups, such as on parent-teacher committees. The safety and quality of education can only be monitored and guaranteed in the long term through an effective involvement of the community which will create a sense of ownership.

The use of the AGDM strategy, the participatory assessments and the community-based approach should progressively reinforce UNHCR's field staff capacity in this respect.<sup>14</sup> Within this framework, UNHCR will also organize field-oriented regional education workshops for staff and partners during which participants will have to develop a regional action plan with a rights- and community-based approach.

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<sup>14</sup> UNHCR is currently developing a Community-based Approach Manual that will be finalized by the end of 2006.

## 5.5 Partnerships

**Reinforce partnerships and coordination with national authorities, sister agencies and NGOs specialized in education, as well as with governments and regional organizations.**

To address gaps in terms of accessibility, safety and quality and post primary education, UNHCR will work to strengthen UNHCR's partnerships with national authorities, sister agencies and NGOs, as well as to promote strong collaboration with national education authorities and refugee communities at the local level. Regional and cross-border coordination will be systematically encouraged, especially to address education gaps in the context of repatriation and secondary movements.

- *Strengthening partnerships with national authorities:*

Education authorities in both countries of origin and countries of asylum should be more involved in the establishment and the supervision of refugee schools so as to create a sense of ownership. National education systems do not always have the appropriate institutional and financial capacity to respond to additional pressure on their infrastructures, especially in countries in conflict. Ministries of Education in countries of asylum often face challenges in securing the right to education for their own citizens, and therefore find it difficult to include refugees in their education systems. The involvement of national education authorities in refugee education is usually limited to legal aspects, such as incorporating issues related to refugee access to local schools into tripartite agreements, or the recognition of diplomas.

National education authorities should be much more involved in refugee education. They should systematically participate in joint assessment missions with UNHCR and in designing education protocols and planning of activities, notably teacher recruitment, curriculum development, supervision, enforcement of codes of conduct, and examination arrangements. UNHCR will also advocate for refugees, returnees and other people of concern to be systematically included in national education plans and strategies, and will liaise with UNESCO and UNICEF to ensure that technical support provided to education ministries includes issues related to refugee education.

- *Strengthening partnerships with sister agencies:*

Reinforced coordination with development agencies and the systematic inclusion of persons of concern in national plans will help reduce education gaps during the transition phase between humanitarian relief and development assistance. This implies that the educational needs of persons of concern – especially children and adolescents – must be an integral part of the durable solutions strategies. Existing memoranda of understanding (MOUs) between UNHCR and UNICEF, as well as with other organizations such as UNESCO and WFP, should be operationalized more at the field level and translated into concrete local agreements. This is particularly important in the areas of post-primary and non-formal education, and in repatriation

and emergency contexts, due to the fact that the international commitment to the MDG and the EFA strategies has resulted in lower prioritization of post-primary education and life skills for adolescents.

UNHCR will work on revising and/or reinforcing existing MOUs with sister UN agencies (WFP, UNICEF, UNESCO) and international NGOs (RET, NRC). UNHCR partnership with INEE will equally be strengthened and new partnerships/MOUs with IRC will be established to improve safety in schools, and with GTZ on education in the reintegration context. UNHCR will also involve donors in the efforts to reduce gaps in the education sector.

## 5.6 Resources

### **Increase resources for education programmes through raising awareness on UNHCR's education challenges.**

- *Increasing human and financial resources:*

UNHCR will have to mobilize additional human and financial resources to achieve its overall goal and ensure its objectives are met.

In past years, the education budget has accounted on average for seven per cent of UNHCR's operational annual budget (AB). However, the funding constraints faced by UNHCR have significantly affected the education sector. In 2006, all countries were affected by the reductions, and in certain cases, school construction was frozen while primary education budgets were cut. Predictable and regular funding from donor countries for education programmes, such as DAFI, remains a laudable exception thanks to the ongoing support of the German Government for this education programme over the past 15 years. Henceforth, UNHCR will be increasing its efforts to raise funds for primary, post-primary and non-formal education.

In terms of human resources, UNHCR will reinforce its partnerships with NRC to deploy more education officers. Education programmes are usually coordinated and monitored by community services officers (CSO), protection officers, programme officers or United Nations Volunteers (UNVs) who are in charge of many other activities.

- *Intensifying advocacy for the education sector:*

To facilitate fund-raising activities and to ensure that education is perceived as a priority in all operations, UNHCR will increase advocacy in order to generate greater awareness about the importance of education, including non-formal and post-primary education, with a specific focus on the emergency context and the repatriation/reintegration context. Key messages will be disseminated to the donor community as well as within UNHCR on the value of education as a protection tool and an essential instrument for achieving durable solutions.

## 5.7 Monitoring and Evaluation

**Promote the establishment of community-based monitoring and evaluation mechanisms to ensure that progress towards the overall goal is measured, and to assess, on a regular basis, the quality and relevance of education activities.**

In line with the result-based management framework, UNHCR will ensure that its education programmes and activities are monitored and evaluated on a regular basis. This is essential to assess the quality and relevance of all activities as compared to the overall goal and the specific objectives.

- *Establishing community-based monitoring mechanisms (education committees):*

UNHCR will strongly encourage the mobilization of refugee communities, including children and parents, to actively participate in the definition, implementation and evaluation of educational activities. The creation and training of national and local education committees, representing parents, teachers, children, NGOs and the local authorities will be promoted to monitor and evaluate education programmes, as well as the safety and quality of learning environments.

- *Improving reporting mechanisms:*

UNHCR will improve its reporting mechanisms in the education sector by training field staff in the use of existing standards and indicators, revising their relevance and developing qualitative indicators to measure the quality of education and the safety of learning environments. An annual education statistical report will be produced to analyse the education trends in major operations.

- *Evaluating education programmes:*

UNHCR will evaluate the impact of education activities during field missions to priority countries through e.g. seeking the opinion of children, parents and teachers on the quality and relevance of the activities undertaken as well as from UNHCR staff and partners.

## 6. Conclusion

Successful implementation of UNHCR's education strategy is expected to have the following impact:

- The right to education for children of concern is safeguarded in all phases of operations and result in increased enrollment and retention rates;
- Quality and safety of learning environments is improved and result in increased attendance rate, especially for girls;
- Protection risks faced by adolescents are reduced through strengthening access to post-primary education; and
- Partnerships are reinforced and more funds and projects are available to address education gaps in emergencies and in repatriation/reintegration context.

# Annex I - Expected Outcomes of UNHCR's Education Strategy

## Objective 1- ACCESS & RETENTION

Expected Outcomes	Indicators of Achievement	07	08	09
i- Refugees and asylum-seeking children are not discriminated to access education.	i- Number of countries where governments guarantee the rights of refugees to education in the same conditions as nationals.			
ii- Education is increasingly included in the humanitarian response and recognized as a life-saving sector.	ii- (a) Education is included in a technical emergency roster. (b) UNHCR Emergency staff is trained on the MSEE. (c) UNHCR is taking an active role in the Education cluster.			
iii- Guidelines are developed on Education in repatriation/ reintegration context together with PBLPS.	iii- Number of education workshops and other sections' workshops (such as PBLPS) where guidelines are disseminated.			
iv- Specific measures are taken to strengthen the protection of girls and increase girl's attendance rates.	iv- (a) Pilot projects on safe education are implemented with partners to increase girl's enrollment and retention rates in priority countries. (b) The ex-Houphouet-Boigny scholarship programme for girls is continued.			
v- Guidance to identify out-of-school children and primary leavers is provided to ensure their protection and improve their access to safe educational opportunities.	v- (a) An Education Assessment and Programming Tool is developed to support the field identify and decrease number of out-of-school children. (b) Community-based pilot activities are implemented to increase enrollment rates.			

**Objective 2- SAFETY AND QUALITY**

<b>Expected Accomplishments</b>	<b>Indicators of Achievement</b>	<b>07</b>	<b>08</b>	<b>09</b>
<p>i- Guidelines on “ Safety in schools: prevention and response to violence in school settings” is developed, disseminated and included in UNHCR Education Field Guidelines.</p>	<p>i- Number of education workshops and other sections’ workshops (such as INEE, CDGEC) where safety in schools is included as a specific module.</p>			
<p>ii- Pilot projects to improve the safety of children in school environments are developed together with key partners.</p>	<p>ii- Number of countries that receive technical and financial support to plan and implement pilot projects on safety in schools.</p>			
<p>iii- Qualitative indicators measuring the safety and the quality of the school environment are developed.</p>	<p>iii- Number of qualitative indicators developed and included in UNHCR reporting mechanisms.</p>			

### Objective 3 – POST-PRIMARY EDUCATION

Expected Accomplishments	Indicators of Achievement	07	08	09
i- Pilot projects for adolescents at risks have been evaluated and replicated in other countries.	i- (a) A report evaluating the impact of the adolescent at risks projects has been produced by an ILO consultant. (b) Number of countries were the project has been replicated.			
ii- UNHCR staff ensures that lower secondary education, vocational training and life skills education is part of the strategy to address protection risks faced by adolescents.	ii- Number of countries with education programmes for adolescent at risks or primary leavers.			
iii- The donor community is sensitized on the importance of the role played by secondary education and vocational training to ensure the protection of adolescents of concern to UNHCR.	iii- Funding for post-primary education programmes is increased.			
iv- Partnerships with international NGOs and UN agencies to address gaps in post-primary education, especially in the transition process from humanitarian to development assistance are strengthened.	iv- Number of joint assessment missions, and joint activities and projects with partners.			
v- The DAFI Scholarship programme is implemented and evaluated to the benefit of the refugees in accordance with the DAFI Guidelines and Policies and the DAFI Annual Report is produced.	v- (a) Number of students, girls and boys, benefiting from the DAFI programme. (b) Production of the DAFI Annual Report. (c) Revision of the DAFI guidelines.			

**Objective 4- CAPACITY BUILDING**

Expected Accomplishments	Indicators of Achievement	07	08	09
i- UNHCR Education Field Guidelines are revised to include chapters on Safety in Schools, Education and Durable Solutions.	i- (a) The revised version of UNHCR Education Field Guidelines is finalized by the end of 2007. b) The EFG are field-tested and disseminated.			
ii- Field staff capacity to assess, plan and monitor education programmes on the basis of accurate statistics is strengthen.	ii- The Programming part of the Education Assessment and Programming tool is included in the Programming instructions.			
iii- Regional Education Workshops are facilitated, to train UNHCR staff and partners on the community-based approach to Education and the tools and guidelines developed.	iii- Number of workshops and number of regional and national action plans developed.			
iv- Field requests on Education issues are attended to in a timely manner and recommendations are followed-up in priority countries.	iv- (a) Number of field requests responded to. (b) Number of field missions to priority countries.			
v- In coordination with the Europe Bureau, UN agencies and NGOs, recommendations on the situation of asylum-seeking and refugee children in Europe are formulated and included in the revised version of the EFG.	v- (a) A comprehensive assessment with recommendations on the situation of asylum seeking children in Europe in terms of access to quality and safe education is produced. (b) A workshop with key stakeholders is organized to disseminate and discuss the follow-up actions.			

**Objective 5- PARTNERSHIPS**

Expected Accomplishments	Indicators of Achievement	07	08	09
<p>i- Partnerships with UN agencies are strengthened to address education gaps in terms of access, quality, safety and post-primary education.</p>	<p>i- (a) Number of MoUs revised to define the roles and responsibilities of each agency to address education gaps (b) Number of inter-agency initiatives/activities in education, in which UNHCR plays an active role.</p>			
<p>ii- Partnership with IRC and JRS is strengthened to address education gaps in terms of safety and protection.</p>	<p>ii- (a) An MoU is signed with IRC (b) Number of pilot activities in partnerships with IRC and JRS the Women's Commission.</p>			
<p>iii- Partnership with GTZ is strengthened to address gaps in reintegration context.</p>	<p>iii- Number of pilot activities where activities are implemented with GTZ.</p>			
<p>iv- Partnership with INEE is reinforced to strengthen capacity in the field through the dissemination and development of the minimum standards (MSEE) to relevant field offices and workshops.</p>	<p>iv- (a) Number of training of trainers on the MSEE co-hosted by UNHCR. (b) Number of INEE meetings to which UNHCR participates. (c) Number of countries MSEE is disseminated to.</p>			
<p>v- Collaboration with the academics has been strengthened on education in situations of displacement.</p>	<p>(a) Number of agreements with universities such as sponsorship. (b) Number of articles published in scientific review on education in crisis situation.</p>			

**Objective 6: RESOURCES**

Expected Accomplishments	Indicators of Achievement	07	08	09
<p>i- Collaboration with NRC is intensified to increase deployment of Education experts to field operations, including in emergency contexts.</p>	<p>i- Number of deployments to support Education in the field operations.</p>			
<p>ii- Collaboration with fundraising unit is strengthened to increase funding for the education sector.</p>	<p>ii- Number of project proposals drafted and amount of additional funds received to support post-primary and non formal education.</p>			
<p>iii- General awareness is raised within UNHCR on the value of education as a protection strategy in all phases of operations, including in early response and in repatriation context, and as a tool to fulfil the High Commissioner's Strategic Objectives.</p>	<p>iii- Number of events organized and advocacy materials produced to raise Education awareness in UNHCR.</p>			
<p>iv- A communication strategy is established to raise the visibility of Education Unit.</p>	<p>iv- The Education Webpage is updated and mission reports, statistics reports, and guidelines are disseminated to a wider audience.</p>			

**Objective 7- MONITORING AND EVALUATION**

Expected Accomplishments	Indicators of Achievement	07	08	09
<p>i- The establishment of national and local education committee, representing parents, teachers, children, NGOs, UN agencies and the authorities are promoted to monitor and evaluate education programmes as well as the safety and the quality of learning environments.</p>	<p>i- Number of countries with functional education committees.</p>			
<p>ii- Monitoring and reporting mechanisms are significantly improved and based on accurate statistics.</p>	<p>ii- (a) A Programming tool is developed and included in the programming instructions. (b) An Annual Education Statistic Report is produced.</p>			
<p>iii- Education indicators are revised according to the field needs and complemented by the development of qualitative indicators.</p>	<p>iii- Number of indicators revised and incorporated into UNHCR reporting mechanisms.</p>			
<p>iv- UNHCR education activities are evaluated on a regular basis through field missions.</p>	<p>iv- Number of education assessed and evaluated.</p>			

## Annex II

### UNHCR Education Policy Commitments

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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.