



2018 Annual Report  
UNHCR – Educate A Child Programme

**2018 Annual Report  
UNHCR – Educate A Child  
Programme**

# Educate A Child (EAC)

## Enabling, encouraging and excelling

### UNHCR—EAC Programme 2015–2019

#### **COUNTRY OPERATIONS**

Chad  
Ethiopia  
Islamic Republic of Iran  
Kenya—Dadaab  
Kenya—Kakuma  
Malaysia  
Pakistan  
Rwanda  
South Sudan  
Sudan  
Syrian Arab Republic  
Uganda  
Yemen—Aden  
Yemen—Sana'a

#### **ENROLMENT TARGETS AND ACHIEVEMENTS**

##### **OUT OF SCHOOL CHILDREN (OOSC)**

Life of Project OOSC Enrolment Target 807,670  
Current Project Year OOSC Target 160,689  
New OOSC Enrolment this Reporting Period Actual 255,409  
Total to Date OOSC Enrolment Actual 937,654

#### **ORGANISATION AND IMPLEMENTING PARTNERS**

United Nations High Commissioner for Refugees (UNHCR)  
Ministries of Education  
National and International NGOs  
Refugee Communities

#### **AGREEMENT PERIOD**

21 October 2015–31 December 2019

#### **PERIOD COVERED BY THIS REPORT**

1 January 2018–31 December 2018

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Cover photo: Hiba is excited to be attending school in Aleppo, after years of being unable to access education because of the war in Syria.



Thirteen-year-old Anita and Janet, two Congolese refugees, are best friends. Their families had to flee the DR Congo and found safety in Kyaka II settlement, Uganda, where the girls met. They sit in class together and even do their homework together on the weekends, helping each other to make the best out of their education.



**See video**

[youtu.be/zShLO2gtE\\_Y](https://youtu.be/zShLO2gtE_Y)



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# PROGRAMME OVERVIEW

# Objectives and activities 2018

This report details the progress UNHCR has made towards meeting the eight objectives of the EAC programme:

## 1. EXPAND ACCESS TO EDUCATION

Construction and rehabilitation of classrooms, provision of school furniture and other resources

Payment of school, exam and transport fees and cash grants to enable children to enrol and remain in school

Provision of assistive devices for children with disabilities

Enrolment of children in accelerated education programmes

## 2. IMPROVE THE QUALITY OF TEACHING AND LEARNING

Teachers recruited and deployed

Provision of textbooks, library books and other teaching material for schools

Topic-specific teacher training carried out, including providing scholarships for teachers to enrol in certified training programmes

## 3. ENSURE SAFE LEARNING ENVIRONMENTS

School uniforms provided to protect children on their way to and from school

Provision of psychosocial assistance for children in need

Extra-curricular activities provided to engage children in social activities

## 4. PROMOTE AWARENESS AND ADVOCACY ON THE IMPORTANCE OF EDUCATION FOR REFUGEE CHILDREN

Sensitisation campaigns conducted

Provision of education counselling and case management

## 5. IMPROVE DATA COLLECTION, MANAGEMENT AND ANALYSIS TO PROMOTE LEARNING AND BETTER PROGRAMMING

Teachers trained on data management

Improvement of data management systems

Out of school assessments conducted

## 6. STRENGTHEN CAPACITY AND PARTNERSHIPS WITH MINISTRIES OF EDUCATION AND OTHER EDUCATION ACTORS TO ENABLE MORE REFUGEE CHILDREN TO ACCESS SCHOOL

Regular coordination meetings with key education stakeholders

Partnerships with national, state and local education authorities strengthened

## 7. EMPHASISE COMMUNITY PARTICIPATION IN EDUCATION

Parent/teacher associations supported with grants and trainings

Student committees developed, trained and supported

## 8. PROMOTE INNOVATION IN EDUCATION PROGRAMMING AND INTERVENTIONS

Improve teaching and learning as well as data management through the provision of computers and internet access.

# Key achievements 2018

**2,170** students with special needs supported

**2,412** students provided with transportation

**81** classrooms rehabilitated

**115** classrooms constructed

**190** classrooms under construction

**6,175** teachers receiving incentives/salaries

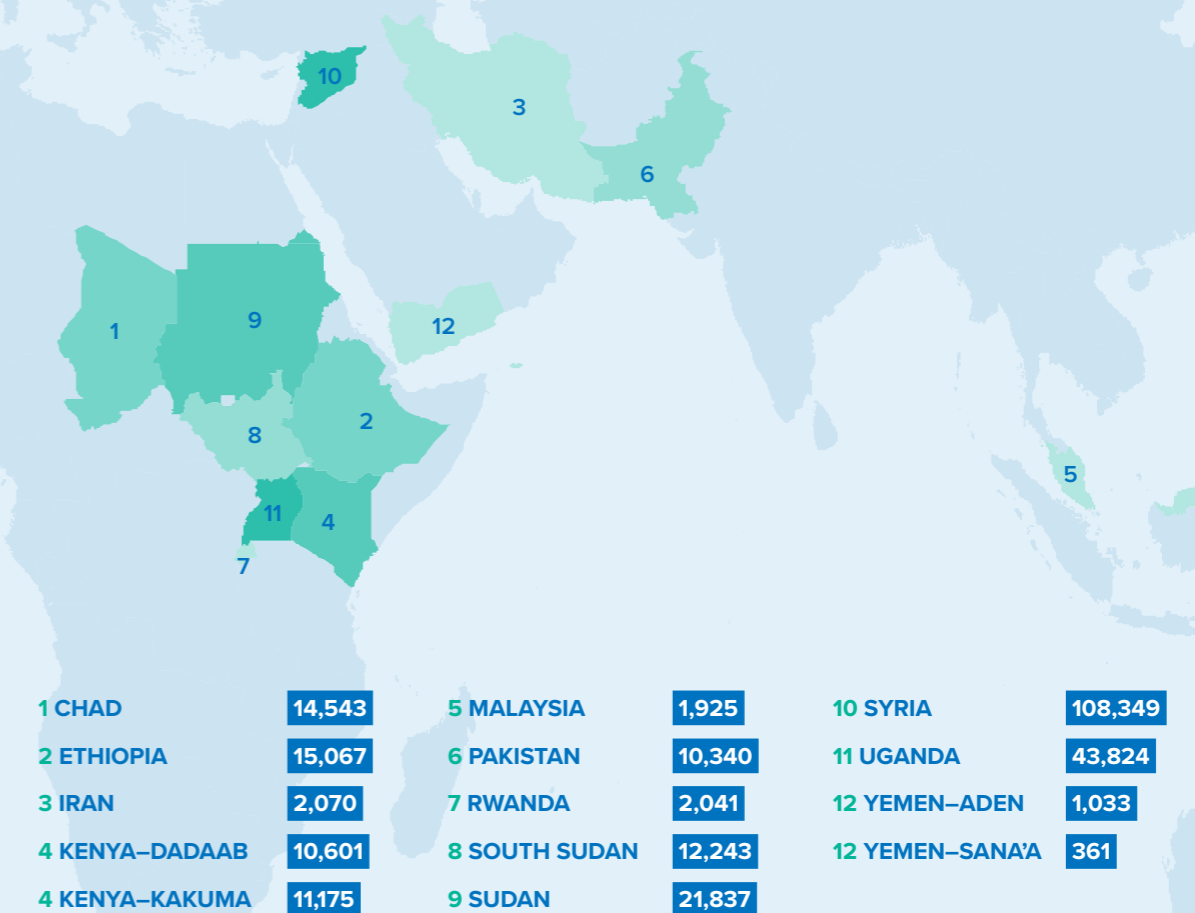
**2,325** teachers trained on psychological support

**76** sensitisation and awareness campaigns conducted

**7,536** literacy and numeracy assessments conducted

**77** schools provided with internet access

# Enrolment figures 2018



The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.

# Executive Summary

## Introduction

By the beginning of 2018, there were more than 25.4 million refugees around the world, 19.9 million of them under UNHCR's mandate. The statistics presented in UNHCR's latest education report, *Turn the Tide: Refugee Education in Crisis*, in 2018, are staggering: four million refugee children – more than half of the 7.4 million refugee children of school age under UNHCR's mandate – do not attend school, an increase of half a million out of school refugee children within one year.

Even though more than 500,000 refugee children were newly enrolled in school in 2017, thanks to the far-reaching efforts of governments, UNHCR and partners, the global picture still needs to improve, as the world's displacement crises multiply, and in many cases, worsen. In 2018, only 61 per cent of refugee children were enrolled in primary school, compared to a global average of 92 per cent. The situation is far worse in low-income countries, which host the vast majority of the world's school-age refugees, and where less than half of primary-age refugee children get to go to school.

The Educate A Child (EAC) multi-year programme continues to make a real difference in the lives of displaced out of school children (OOSC) around the globe. In 2018, 255,409 formerly OOSC were newly enrolled in primary education in 14 locations in 12 countries across Africa, Asia and the Middle East. Since its launch in 2015, the current multi-year programme has helped 937,654 refugee and internally displaced children access primary education, thus significantly over-achieving its project target of 807,670<sup>1</sup> new enrolments. Since the beginning of the UNHCR-EAC partnership in 2012, the total number of OOSC enrolled has surpassed 1 million, with a total of 1,208,106.

With the current multiyear programme coming to an end in almost all programme locations (except Kenya-Kakuma), 2018 has not only been a year of consolidation and optimisation of the EAC programme, but has also offered an opportunity to look back on the main achievements, identify good practices, and reflect on the impact the programme has had on refugee education globally.

In November 2018, 35 participants from Ministries of Education, partner organisations and UNHCR colleagues from EAC programme countries, as well as a technical expert from EAC, came to Copenhagen to participate in a workshop on *The Global Compact on Refugees – accessing quality inclusive education*. The workshop was designed to analyse good practices that have emerged from the programme and to see how UNHCR can use these to further enhance access to quality inclusive education and systems strengthening. Content areas covered during the workshop included: 'The Global Compact for Refugees – the new normal', 'Education in Emergencies – planning beyond the here and now', 'Co-design Principles and Practice', 'Accelerated Education and National System Inclusion', and 'Inclusive Education – overcoming the barriers'. One of the main outcomes of the Workshop was an agreement to develop an EAC Community of Good Practices, and as a first activity of the community, two webinars were held after the workshop; one on 'Dealing with Data' and a second on 'Messaging – how do we develop a compelling narrative.'

In late 2018/early 2019, the UNHCR Headquarters EAC team hired a consultant to liaise with EAC programme locations on collecting and synthesising information on good practices. The information is in the process of

<sup>1</sup> Which itself was revised upwards in 2017 from an initial target of 448,097 children to be enrolled 2015-2018.

being compiled into a variety of accessible formats, including a report and a set of online resources. These will be shared widely, in order to offer very clear and practical directions for improving programming on primary school enrolment and completion. The main idea is to 'celebrate from our successes' and share the hard-won knowledge that country teams built up during the implementation of the EAC programme.

## Expand access

Since 2012, one of the main objectives of the EAC programme has been to expand access to education for OOSC, be it through the construction and rehabilitation of school infrastructure, the provision of school furniture, the distribution of uniforms, the provision of school transportation, or payment of cash grants, school and exam fees.

Construction and rehabilitation activities took place in almost all programme locations in 2018, and directly facilitated enrolment by creating new learning spaces, and improving and expanding existing facilities. In 2018, the EAC programme supported the construction of a total of 305 additional classrooms (115 of which were finalised as of December 2018) and the rehabilitation of a further 81.

Other activities included the construction and rehabilitation of latrines, fences, water facilities, administrative buildings, as well as teacher accommodation, an important factor that contributed to teacher retention, and thus facilitated student enrolment. A good example of this took place in Uganda, where 50 tukuls<sup>2</sup> were constructed in 17 primary schools in West Nile for teachers who had previously been travelling long distances to school or living in nearby tents.

School enrolment was also boosted through the provision of material and financial support that helped families cope with the direct and indirect costs of education. Uniforms were distributed, cash grants provided, as well as school and exam fees paid. In some locations, transportation services were also organised, making school accessible to children who would otherwise not be able to reach school, or who would have to walk long distances, due to the absence or high cost of public transportation. In Malaysia, grants for transportation enabled 2,189 children to reach school safely in 2018, while in Iran, school transportation was organised for 223 refugee children.

It is worth mentioning that, while most locations experienced new arrivals of refugees and increases in primary school enrolment levels in 2018, some locations witnessed falling populations of refugees and, thus, drops in enrolment levels. In Kenya-Dadaab, the total enrolment at primary level decreased from 49,852 to 42,603 in 2018, as voluntary repatriation, spontaneous returns and resettlement continued. Camp consolidation in May 2018 resulted in the closure of 10 primary schools in Ifo 2 camp in Dadaab, thus affecting a student population of 12,464 learners, and led to many families being relocated to other camps, where children were often not enrolled in school, as families prioritised shelter, livelihood and security concerns over education.

## Expand access for girls

The EAC programme also focused on expanding access to quality education specifically for refugee girls, who often have fewer educational opportunities than boys, and are often more vulnerable to exploitation, sexual and gender-based violence (SGBV), teenage pregnancy and child marriage. Activities that directly facilitated girls' enrolment included the provision of sanitary supplies, the construction of separate latrines, incentives for female teachers, and support for alternative education options for girls.

<sup>2</sup> Round huts made of mud, grass, millet stalks, and wooden poles.



South Sudanese children in a classroom at the Jewi Refugee Camp, located in Gambella region, Ethiopia. As of mid-2018, the camp has four primary and one secondary schools to welcome over 28,000 school age children.

In Pakistan in 2018, 20 home-based girl centres (HBGCs) in four refugee villages in Balochistan provided alternative education opportunities for 459 girls, who would otherwise not have had the opportunity to learn and access school, due to geographical, economic or socio-cultural barriers. These interventions, supported by the community, have helped contribute to a change of mindset and increase awareness of the importance of girls' education in remote and conservative refugee communities in Balochistan.

Sensitisation and awareness campaigns focusing on the importance of girls' education were organised in several locations, including Rwanda, Sudan and Yemen Sana'a. In South Sudan, different activities were implemented in order to address the challenges linked to girls' education, such as high dropout rates and low capacity of female teachers. Those included sensitisation activities involving PTAs and child rights clubs, as well as talks organised at school focusing on girls' education and retention.

In Chad, activities to prevent SGBV continued to be implemented through girls' clubs, engaging peer educators, as well as Educating Mothers' Associations (AMEs), which, by monitoring cases of girl dropouts and SGBV, played a key role in promoting girls' education. In addition, 21 nurseries supervised by female facilitators have allowed many young mothers to continue their education, and have helped prevent girl dropouts.

## Expand access for children with special needs

Targeted support to refugee children with special needs has also helped expand access to education and created more inclusive learning environments, especially through the provision of scholastic materials and assistive devices, such as glasses, hearing devices, wheelchairs or crutches, as well as the training of specialised teachers.

In Kenya-Kakuma for example, 1,282 children with disabilities were supported in their education in 2018 through the provision of assistive devices and learning materials. In Uganda, 473 children with special needs

were supported through the provision of scholastic materials, assistive devices, tuition fees, school fees, transportation and hygiene items, as well as the facilitation of information sharing between parents and teachers. In Rwanda, 52 children with severe visual and mental disabilities, out of which 24 were newly identified, were supported in their education in specialised national schools, while 167 children with moderate impairments were enrolled in inclusive mainstream schools, where they benefited from specialised assistance. In Yemen-Sana'a, 116 children with disabilities were provided with assistive devices.

Teacher trainings proved to be key in enhancing access to education for children with special needs. In Kenya-Dadaab, 30 teachers deployed across the six schools supporting special needs education underwent a specialised in-service training at the Kenya Institute of Special Education (KISE), focusing on basic assessment and interventions for special need learners. As a result, enrolment among learners with special needs rose from 819 to 1,087 in 2018. In Kenya-Kakuma, a special needs education component was also included in the teacher training programme that took place on safe learning environments and child-friendly activities, which was attended by 150 teachers.

At Headquarters' level, UNHCR's Education section hired a consultant to work on inclusive education and ways to enhance access to primary education for refugee children with disabilities. Two webinar sessions took place in June 2018, gathering a total of around 45 participants from UNHCR and partner organisations. The first version of a new assessment tool developed to improve data collection and education programming for refugee children with disabilities, as well as global recommendations in the area of inclusive education, were produced at the end of 2018, and will be tested out in the course of 2019.

## Expand access for over-aged learners

Access to primary education for over-aged learners was also expanded through certified Accelerated Education Programmes (AEPs), which are key to increasing opportunities for older children and youth who have missed out on substantial amounts of schooling to access appropriate, responsive and relevant education in line with the national system. In 2018, Accelerated Education (AE) was directly supported under the EAC programme in Iran, Kenya, South Sudan, Sudan, Uganda and Yemen-Aden.

At an international level, UNHCR continued to lead the Accelerated Education Working Group<sup>3</sup> (AEWG), which has developed and disseminated tools and guidance, specifically on the 10 Principles for Effective Practice, to improve harmonisation and quality of AEPs globally. In 2018, UNHCR, in collaboration with Ministries of Education (MoEs) and other AEWG members, facilitated AE workshops in Pakistan, Uganda and South Sudan, and one multi-country workshop with 10 countries represented<sup>4</sup>, from both East and West Africa, raising UNHCR's engagement with the MoE and other partners in country and supporting the work at a policy level by advocating for a national harmonised approach to AE.

Tangible results were achieved through the different workshops. In Uganda, national AE guidelines were developed under the Ministry of Education and Sports' (MoES) Department of Special Needs and Inclusive Education, under the umbrella of non-formal education. The guidelines are currently in the last stages of being approved. In Pakistan, the four workshops held in different Provinces resulted in increased advocacy for AE to be included in the Provincial Education Sector Plans, through existing channels such as the non-formal education (NFE) working groups at national and provincial levels. Work is also ongoing in 2019 to contextualise the

<sup>3</sup> The AEWG is currently led by UNHCR with representation from UNICEF, UNESCO, the United States Agency for International Development (USAID), the Norwegian Refugee Council (NRC), Plan International, the International Rescue Committee (IRC), Save the Children International, the Education in Crisis and Conflict Network (ECCN) and War Child Holland.

<sup>4</sup> Burundi, DRC, Liberia, Mali, Niger, Nigeria, Sierra Leone, Somalia, South Sudan, Uganda



AEWG 10 Principles for Pakistan and develop costed frameworks for action at provincial levels. In South Sudan, the workshop resulted in a joint inter-agency action plan for AE, in collaboration with the Ministry of General Education and Instruction.

## Improve the quality of teaching

The recruitment, payment and training of teachers, as well as the provision of reference and teaching materials, continued to be key activities aiming at improving the quality of teaching, by ensuring that teachers had the necessary competences and tools to be able to deliver an education that was in line with the needs of the students. Across EAC locations, a total of 6,175 teachers were supported with incentives or salaries in 2018.

Capacity-building of the teacher workforce has been a key area of focus in many locations. In Ethiopia, for example, 599 teachers were trained on teaching methodology and classroom management. The fact that the trainings were carried out at camp level and were supported by experts from the Regional Education Bureaus (REBs), significantly reduced transportation and accommodation costs, and made it possible to target a much higher number of teachers than initially planned. In Yemen-Aden, a capacity-building needs assessment carried out by the MoE helped develop a training programme for teachers and school management staff. As a result, 110 teachers were trained on early literacy curricula and active learning, and 46 school management staff members were trained on school management and planning.

In Rwanda, capacity building of refugee teachers has been a key part of the inclusion of refugees into the national education system, as refugee teachers who successfully pass trainings in English and teaching methodologies teach side by side with national teachers. Between June 2017 and June 2018, 74 teachers received the national teaching qualification after a one-year in-service training at the Teacher Training colleges (TTCs). In Chad, a training course for community teachers was successfully completed at the Ecole Normale des Instituteurs Bilingues d'Abéché (ENIBA); of the 203 community teachers enrolled, 195 were present at the final exam, with an impressive success rate of 100 per cent. A survey conducted by UNHCR and its education partners in Chad revealed that the trainings strongly contributed to empowering teachers in their pedagogical practices and have had a very positive impact on the quality of teaching.

In Uganda, in addition to the payment of salaries to primary school teachers, whose salaries are harmonised with those of their government-employed counterparts, the EAC programme also supported the recruitment and remuneration of classroom assistants, the majority of whom were South Sudanese teachers. Classroom assistants played a crucial role in supporting teachers in overcrowded classrooms, helping children overcome language barriers, and more generally, in advocating for the importance of education.

## Improve the quality of learning

Activities aiming at enhancing the quality of learning also continued to be implemented under the EAC programme in 2018, contributing to improve the accessibility of learning resources, and to reduce the need to share materials between learners. In Ethiopia for example, an impressive number of 113,310 textbooks covering different subjects were distributed in Shire and Gambella, thanks to reduced unit costs that were negotiated with the Regional Education Authorities. In South Sudan, 20,000 textbooks and 3,500 kits of school supplies were distributed to students in Maban and Jamjang, while in Uganda, 7,314 textbooks were distributed in Imvepi and Rhino camp settlements.

The provision of educational, IT and sports equipment, in order to facilitate children's engagement in extra-curricular activities, thus promoting their well-being and social inclusion at school, has also been an area of

focus under the EAC programme. In Iran for example, the provision of equipment, including data projectors, DVD players, computers, photocopy machines, as well as sports equipment such as football and volleyball nets, benefited over 2,400 students in 13 schools in six different provinces. In Kenya-Dadaab, all 22 schools participated in inter-camp sports activities that encouraged social interaction and helped improve children's self-esteem. In Malaysia, 3,792 children enjoyed sports and extra-curricular activities that supported school attendance. In Yemen-Aden, numerous sport and recreational activities were also organised throughout the year, especially linked to the celebrations around International Women's Day and World Refugee Day.

Some of the remarkable achievements of refugee children also deserve to be highlighted. In Kenya-Kakuma, refugee children excelled in the Kenya Certificate of Primary Education (KCPE), with a pass rate of 80 per cent and 11 candidates reached a score of over 400 out of the possible 500, putting them in the top 1.3 per cent at the national level. Students also excelled in extra-curricular activities, as the recent inclusion of camp schools in national sports events and music or drama festivals gave refugee students new opportunities to demonstrate their incredible talents.

## Ensure safe learning environments

Physical improvements were carried out in many locations to ensure safe learning spaces for both students and teachers. These included a wide range of activities such as the upgrading of temporary classrooms to permanent structures, the construction or rehabilitation of WASH facilities ensuring safe access to water of sufficient quality and quantity, the construction of gates, fences and walls enhancing the safety of school perimeters, as well as the creation of child-friendly spaces, providing children with opportunities to play, learn and develop in a safe and stimulating environment. In Pakistan, rehabilitation work, including the installation of solar lamps and water supply systems, was carried out in 15 schools in Khyber Pakhtunkhwa, which significantly improved the school environment, and directly contributed to the safety and comfort of 8,000 children.

In addition to infrastructure improvements, activities also focused on addressing the consequences of violence, conflict and displacement on the physical, psychological and developmental well-being of children. In this regard, interventions focusing on protection, health and psychosocial support were of key importance in many programme locations. In Syria for example, 2,183 social counsellors and teachers received trainings on basic psychosocial support, mental health and life skills, while in Yemen-Sana'a, 81 teachers and social counsellors were trained on psychosocial support for children affected by armed conflict and displacement. In some locations, such as Malaysia and Iran, health awareness sessions were also organised for children.

In many programme locations, UNHCR enhanced its coordination between education and other sectors, such as Sexual and Gender-Based Violence (SGBV), health and nutrition, child protection and WASH in the implementation of education activities, in order to strengthen the protection of refugee boys and girls. Reporting and referral mechanisms were enhanced, and counselling sessions organised, in order to address cases of physical punishment, peer-to-peer violence, SGBV, and exploitation, especially among the most vulnerable groups, including girls at upper primary levels.

## Promote awareness and advocacy

Awareness-raising campaigns, enrolment campaigns and training sessions aiming at sensitising communities about the importance of education, the benefits of sending children to school, as well as broader societal issues, took place in all programme locations in 2018. These activities directly contributed to increased enrolment in primary education.

In Ethiopia, back-to-school campaigns launched across different camps under the theme “leave no school-age refugee child behind” played a significant role in the mobilisation of the community, and have been considered a key factor in the new enrolment of 15,067 out of school children in 58 camp-based primary schools. In Pakistan, 12 school enrolment and community sensitisation campaigns were organised in refugee villages and directly contributed to 3,458 new enrolments in Balochistan, 6,527 in Khyber Pakhtunkhwa and 355 in Punjab. In Sudan, the campaigns conducted in Kario and El Nimir camps in East Darfur also led to increased student enrolment, rising from 3,490 in 2017 in these regions to 5,727 in 2018.

Outreach activities were also enhanced through the expansion of volunteer networks, mobile units and satellite centres, for example in Syria, where 107,440 internally displaced and 1,355 refugee children were sensitised on the importance of education and received counselling on school registration procedures, as well as remedial classes and other education activities, thanks to UNHCR’s outreach activities and dedicated hotlines.

## Improve data management

Improving the quality of data collection, monitoring and evaluation in order to better inform education programming for OOSC has been a major focus area of the EAC programme, which in 2018 continued to support the improvement and maintenance of tools and systems, the conduct of surveys and assessments, regular monitoring of schools, as well as the recruitment and training of specialised staff to ensure that the tools and systems in place are properly managed.

In Ethiopia, the Education Management Information System (EMIS) which was rolled-out in camp schools at the end of 2016 continued to be mainstreamed into the national system, in collaboration with the MoE and Regional Education Bureaus (REBs), and 2017/2018 EMIS reports will be published along with the national MoE report in the first quarter of 2019. In Sudan, the EMIS included for the first time a questionnaire to collect data on refugee children. In Kenya-Kakuma, the collection of individual student information was initiated in 2018 with the establishment of a new system (KEMIS) that will improve the availability of accurate education data for evidence-based planning and decision-making.

Learning assessments were supported in a number of programme locations. In Pakistan, 506 classroom assessments were conducted in ten refugee villages in Balochistan, with corrective measures including the development of additional materials and revised teaching plans ensuring enhanced participation and active learning techniques. Continuous follow-up and monitoring led to improved learning outcomes. In Malaysia, 7,536 children participated in standard literacy and numeracy assessments to measure learning achievements.

Capacity-building initiatives also took place in some locations. For example, in Malaysia 205 teachers were trained on the use of educational resources and education data management in 2018. In South Sudan, capacity building of UNHCR, MoE and partner staff on UNHCR’s Refugee Management Information System (REMIS) led to improved education data collection, analysis and reporting on refugees.

At Headquarters’ level, two data management workshops were held in Bangkok and Nairobi in 2018 with a total of 12 countries. They aimed at presenting REMIS as one of the different tools that are needed to ensure monitoring of refugees’ educational access and learning. With more and more countries successfully including refugees in their education systems, collecting data on refugees’ education trajectories has become part of governments’ responsibility to report towards the Sustainable Development Goal 4 (SDG4) commitment on equitable, quality education and this needs a variety of different data collection tools depending on the context. The workshops brought together MoEs, UNESCO and UNICEF representatives, NGOs and UNHCR staff in an effort to discuss how to strengthen partnerships to reach this common goal.

*Mohammed, 9, gets a school kit containing a bag, a uniform, shoes, pens and notebooks to help him to support his educational journey in Sana’a, Yemen.*



In addition, an associate education officer specialising in data management and evidence building has been hired by UNHCR to support countries in strengthening their data management, including identifying partnerships with other institutions that collect refugee education data, as well as to improve the availability and quality of refugee education data through collaboration with the UNESCO Institute for Statistics and the World Bank.

## Strengthen capacity and partnerships

Strengthened collaboration and partnerships with MoEs and other local and national education stakeholders have been key in the efforts to pursue the inclusion of refugees into national education systems, which is at the core of UNHCR's education strategy. Regular coordination meetings were of crucial importance in order to develop a common vision, share expertise and resources, establish coordination mechanisms, and ensure efficient implementation. Trainings and workshops were organised to strengthen partner capacity, in order to ensure that national education systems are able to include refugee children, especially in areas where schools are already struggling to accommodate the needs of the local population. 2018 has seen some noticeable achievements in this regard.

In Chad, 108 refugee camp schools, including 75 primary schools, were formally integrated into the national education system in 2018 through ministerial decree. This was the result of continuous advocacy efforts conducted by UNHCR, and was highly applauded by all stakeholders, including refugees. Enhanced cooperation between UNHCR and the MoE also resulted in the inclusion of refugees into Chad's 2018/2019 education sector plan.

In Sudan, the newly endorsed Education Sector Strategic Plan (ESSP) for 2019-2021 for the first time included refugee education, and the MoE set up a team to develop a sub-strategy on refugee education, with the ultimate goal being the inclusion of refugee education into the national education system. Furthermore, advocacy with UNICEF and the MoE also had positive outcomes such as the provision of learning materials for refugee students in South Kordofan.

In Kenya, all refugee camp schools have been registered as public entities, enrolment of host community children has been encouraged, and high-level MoE engagement has taken place. These are important steps for a policy of inclusion that is being developed and will be implemented in 2019.

Positive steps have also been observed for example in Yemen-Aden, where the MoE of the internationally recognised Government of Yemen formally became UNHCR's new partner for the implementation of the refugee education programme in the South of the country, as well as in Malaysia, where the MoE has registered and provided licenses to 12 learning centres attended by refugee children, while the process is ongoing for a further 16.

At Headquarters' level, UNHCR has been active globally in high-level partnerships in support of refugee education initiatives. These include memberships on the SDG4 Steering Committee, as well as the boards of both the Global Partnership for Education (GPE) and Education Cannot Wait (ECW). UNHCR is also very active locally in coordination, collaboration, monitoring and partnership building actions that can transform global initiatives into local results.

At working level, UNHCR's continuing collaboration with the GPE's country support team has led to UNHCR's inclusion in GPE planning processes in 25 countries, including Chad, Ethiopia, Kenya, Pakistan, Rwanda, South Sudan, Sudan and Uganda. UNHCR collaboration with ECW has resulted in first response and multi-year funding for displaced populations in 23 countries, including Ethiopia, Kenya, Rwanda, South Sudan, Sudan,



South Sudanese refugee children play football at the Jewi Refugee Camp, located in Gambella region, Ethiopia.

Uganda and Yemen. Targeted UNHCR collaboration with MoEs and the World Bank has resulted in five IDA18 recipient countries<sup>5</sup> selecting education as a thematic focus, including Ethiopia, Pakistan and Uganda.

Strengthened partnerships with regional bodies also led to improved implementation of the EAC programme. In Africa, the Intergovernmental Authority on Development (IGAD) has continued to build on the goals of the Djibouti Declaration, including a request for all member states to cost refugee education support for improved planning. The World Bank has now stepped in to establish a methodology for costing that can be adapted to the wide variety of circumstances and situations present across and beyond IGAD member states.

In collaboration with UNICEF, GPE and UNESCO's International Institute for Educational Planning (IIEP), UNHCR hosted a workshop on planning for inclusion of refugees in national systems that gathered MoEs and civil society members responsible for education sector planning, in addition to UNHCR staff members. Rwanda and Sudan participated, complementing the participation of Ethiopia, Kenya, South Sudan and Uganda in a joint UNHCR-UNESCO-IIEP Crisis Sensitive Planning workshop earlier in 2018.

## Emphasise community participation

Community participation was encouraged in all programme locations in 2018, as involving parents and other community members is key to the successful implementation of educational activities, the provision of quality education, as well as social cohesion between refugee and host communities. Support was provided to the establishment of community-based groups and committees, such as Parent Teacher Associations (PTAs), parents

<sup>5</sup> The IDA18 regional sub-window for refugees and host communities provides \$2 billion of dedicated funding to help low-income countries hosting large numbers of refugees. Support is provided during the 18th replenishment period (July 1, 2017 to June 30, 2020) under the regional programme within the International Development Association (IDA), the World Bank's fund for the poorest.

groups, students groups, School Management Committees (SMCs) and volunteer groups, in order to involve them in school management and extra-curricular activities, and engage them as “champions of education”.

In Yemen Sana'a for example, parents group members were trained on child rights, child protection and referral mechanisms, and meetings were organised together with refugee community leaders to discuss the difficulties faced by refugee children in education. Ten student councils were also supported to conduct their annual activities, including awareness sessions on child protection which were conducted during school morning assemblies in order to reach a large number of students.

In some programme locations, construction and rehabilitation work was done through a community-based approach, which not only helped to reduce costs, but also encouraged community participation. In Chad for example, the community was involved in the construction of 31 classrooms, the rehabilitation of a further 63, as well as the construction and installation of 700 desks and chairs.

## Promote innovation

Innovation is a key area of focus under the EAC programme, as innovative approaches and solutions have been implemented across operations in order to be able to address a wide range of problems that often require creativity, flexibility, as well as support and engagement from host and refugee communities.

In Balochistan in Pakistan for example, home-based girl centres (HBGCs) are a way to address the socio-cultural barriers affecting girls' enrolment in school, and to provide alternative education options for girls who would otherwise not have the opportunity to get an education. In Kenya-Dadaab, mechanisms of remote programme management were put in place in order to improve the monitoring of education activities in schools located in areas that were affected by security risks. During the new influx in southern Chad, tablets (touchpads) were used for the rapid collection and instant processing of school and child protection data for refugees arriving in remote areas. In White Nile State in Sudan, flexibility was introduced to the school calendar to enable schools to be opened a few weeks before the planned date in order to compensate for lesson time lost during the rainy season.

## Operational challenges

Despite main achievements in enrolling and retaining OOSC across all programme locations, many children remain extremely hard to reach and significant numbers of OOSC still do not have access to education. The reasons for this are well known and include economic factors, as poverty and food insecurity often force children to contribute to household incomes or take care of younger siblings while their parents work, as well as socio-cultural factors. Poor school infrastructure, lack of qualified teachers, absence of school feeding, as well as lack of learning materials, are additional discouraging factors. In South Sudan for example, 47 per cent of school-age refugee children were still out of school in 2018, while average attendance fluctuated between 40 and 71 per cent according to UNHCR data.

Conflict and war continue to take their toll on education activities. The conflict in Yemen has devastated the country's education system and left many government teachers without pay, causing frequent strikes, which delayed the start of the academic year in the urban area in the South. The security situation in the country also limited UNHCR's movement to Kharaz camp, thus affecting regular monitoring of the implementation of activities. In Syria, the destruction of school infrastructure and the departure of teaching staff also remain critical problems. Refugee children who dropped out of school are facing difficulties to re-enrol in public schools, as schools in safe areas are overcrowded.

*“Education is a way to help young people heal, but it is also the way to revive entire countries. Allowed to learn, grow and flourish, children will grow up to contribute both to the societies that host them and to their homelands when peace allows them to return. That is why education is one of the most important ways to solve the world's crises.”*

Filippo Grandi, United Nations High Commissioner for Refugees

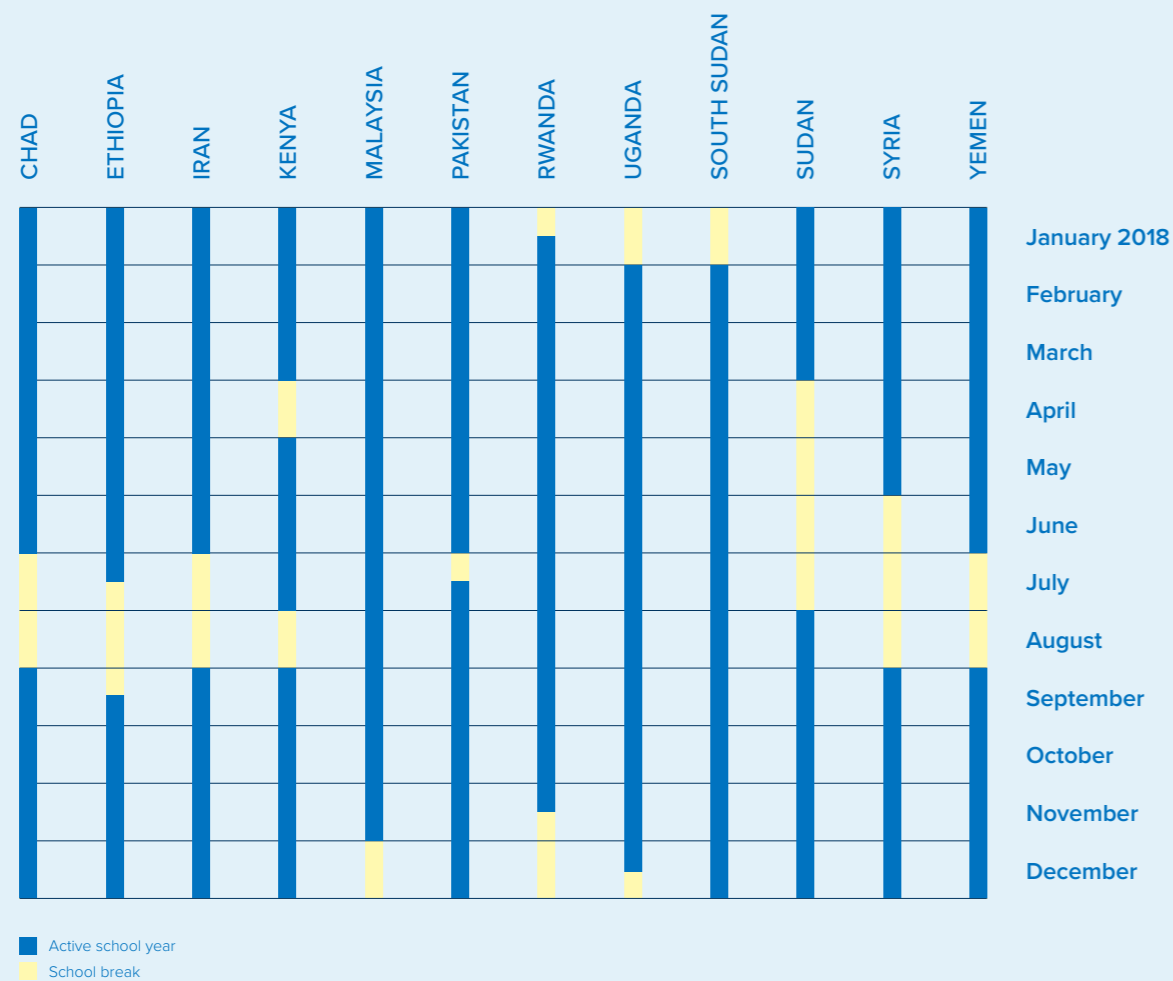
For a variety of reasons, major challenges were also faced in 2018 in Sudan, South Sudan and Kenya. The economic crisis in Sudan, where inflation reached 70 per cent in December 2018, has had severe consequences on education activities. As partners and schools faced cash flow issues, the implementation of activities, such as the payment of refugee teacher incentives, suffered from delays, with UNHCR frequently having to negotiate with banks in order to be able to provide assistance. In South Sudan, the violent attack over allegations of discrimination in employment and taxation that was carried out on UNHCR and humanitarian agencies' compounds, offices, vehicles and other assets in July 2018 in Maban, resulted in the temporary suspension of services, and led to an aggravated humanitarian crisis. In Kenya-Dadaab, the security risks associated with armed groups from Somalia limited access to some locations and affected the quality of the monitoring of education activities in some of the schools. In addition, the severe floods that took place between March and May 2018 had a devastating effect on school infrastructure, especially in Ifo 1, Ifo 2 and Dagahaley camps, where some schools remained temporarily inaccessible, while others were used to temporarily relocate households.

## Looking ahead

As we are witnessing the highest levels of displacement on record, UNHCR acknowledges the significant impact that the EAC programme has had on the lives of hundreds of thousands of children since 2012, but also recognises the need to build on lessons learned and continue its commitment to expanding and maintaining access to quality primary education.

UNHCR looks forward to continuing to contribute to the global efforts to address the crisis in refugee education through a renewed multi-year EAC programme, in line with Sustainable Development Goal 4 (SDG4) and its promise to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, as well as the Global Compact on Refugees (GCR) affirmed by the United Nations General Assembly in December 2018, calling on the world community to respond to the refugee crisis with predictable and equitable burden and responsibility sharing, including through education. Two distinct articles in the GCR elicit commitments to enhance the quality and inclusiveness of national education systems in order to facilitate access by refugee and host community children and youth, and provide guidance for programming that will support student learning leading to sustainable refugee inclusion in national schools.

# School Year Overview



# Progress at a glance 2018

## CHAD

- 1,508 teachers and directors trained
- 5,200 students provided with cash grants
- 31 classrooms constructed

## ETHIOPIA

- 113,310 textbooks and reading materials provided
- 28 classrooms under construction
- 611 teachers receiving incentives/salaries

## ISLAMIC REPUBLIC OF IRAN

- 1,070 students participating in hygiene awareness
- 2,496 students receiving educational materials
- 223 students provided with transportation

## KENYA–DADAAB

- 47 teachers newly recruited
- 8 sensitisation and awareness campaigns conducted
- 296 teachers and educational personnel trained

## KENYA–KAKUMA

- 105,000 education materials distributed to students
- 1,282 students with special needs supported
- 734 teachers receiving incentives/salaries

## MALAYSIA

- 205 participants trained on the use of online educational resources & data management
- 2,189 students provided with transportation
- 7,536 literacy and numeracy assessments undertaken

## PAKISTAN

- 1,251 teachers receiving incentives/salaries
- 12 sensitisation and awareness campaigns
- 63 home-based girls schools and satellite classes supported conducted

## RWANDA

- 29,115 students receiving educational materials
- 219 students with special needs supported
- 6 schools with school feeding programmes

## SOUTH SUDAN

- 23,500 educational materials distributed to students
- 3,962 students enrolled in ALP classes
- 6 events and activities on girls' education

## SUDAN

- 56 classrooms under construction
- 19,544 students receiving uniforms
- 2,066 school grants supplied

## SYRIAN ARAB REPUBLIC

- 39 schools rehabilitated
- 108,775 students supported through education counselling
- 2,354 students provided with cash grants

## UGANDA

- 6,272 students provided with exam fees
- 473 students with special needs supported
- 50 teacher accommodation rooms constructed

## YEMEN–ADEN

- 3,389 students provided with school bags
- 170 teachers receiving incentives/salaries
- 63 students enrolled in ALP classes

## YEMEN–SANA'A

- 81 teachers and educational personnel trained on psychological support
- 116 students with special needs supported
- 2,113 students receiving uniforms

# COUNTRY OPERATIONS

# Chad

OOSC Enrolment Target—Life of project **40,635**



OOSC Enrolment—Total to date **42,678**



OOSC Enrolment—Reporting period **14,543**



## OVERALL CONTEXT

By the end of 2018, Chad was hosting a refugee population of 451,210 individuals, a 10 per cent increase compared to 2017. Sudanese refugees represented the largest population, followed by refugees from the Central African Republic (CAR) and Nigeria. Chad's socio-economic situation remained difficult in 2018. Borders with Libya, Nigeria and the CAR were closed, due to the volatile security situation in the region. Host and refugee populations were directly impacted by the economic situation and the austerity measures taken by the Government since 2016. Prolonged strikes impacted education services, in particular in the south of the country.

At the beginning of 2018, violence in the CAR caused an influx of 22,000 new refugees to southern Chad, which created pressure on local schools, as the majority of the refugees settled in Chadian villages. In December 2018, attacks in Nigeria by the Islamic State in West Africa (ISWA or ex-Boko Haram) led to a new influx of more than 4,600 Nigerian refugees. School-age children and youth represented more than 55 per cent of these new influxes; 73 per cent of them had never been enrolled in school before.

UNHCR's strengthened advocacy and cooperation with the Ministry of Education (MoE) resulted in positive developments, with 108 refugee camp schools, including 75 primary schools, being formally included into the Chadian education system through a ministerial decree. In addition, two Baccalauréat examination centres were created close to refugee camps in Iriba and Guereda in the east of Chad. The inclusion of refugees into Chad's 2018-2020 Education

Sector Plan was also a key step towards the effective inclusion of refugee children and youth in the national education system.

## IMPACT

In 2018, education activities implemented under the EAC programme directly contributed to a total of 14,543 new enrolments, thus exceeding the annual target of 12,500 by more than 16 per cent. The expansion and improvement of school infrastructure was one of the main activities that facilitated enrolment, as 31 classrooms were built in seven different camps, a further 63 rehabilitated, a total of 39 latrines constructed, and 700 desks and chairs installed in schools. Other activities that helped increase enrolment included the payment of school fees for 5,200 children and the payment of exam fees for a further 1,365 children, which both contributed to decrease the cost of education for refugee families.

Enhancing the quality of teaching and learning continued to be a key focus area in 2018, with school supplies being distributed at the beginning of the new academic year 2018/2019 to a total of 10,000 students and 1,315 teachers. Out of the 1,315 teachers, 1,313 were also provided with incentives in 2018. Furthermore, the EAC programme supported capacity building for a total of 1,300 teachers, through the organisation of 28 pedagogical days and nine mini training courses. In addition, 208 teachers were trained at the Ecole Normale des Instituteurs Bilingues d'Abéché (ENIBA) to become certified teachers. The training of a third cohort of 203 community teachers was



Three Sudanese refugee children on their way to the School Du Bour, a primary school in Iridimi, Eastern Chad.

successfully completed. Out of the 203 teachers enrolled, 195 (96 per cent) were present at the final exam, with an impressive success rate of 100 per cent. The training was still ongoing for five community teachers as of December 2018. Prior to the training, practical training internships had been held in refugee camp schools for all 208 teachers. A survey conducted by UNHCR and its partners revealed that the trainings strongly contributed to empowering teachers in their pedagogical practices, and had a very positive impact on the quality of teaching.

Community participation was supported in many different ways. Most of the construction and rehabilitation work, as well as the manufacturing of classroom furniture, was carried out through a community approach, which not only helped to reduce costs, but also significantly enhanced the involvement of the community in education activities. A total of 20 School Management Committees (SMCs) were established and equipped with start-up kits to launch their activities, hold regular meetings, and develop Income

Generating Activities (IGAs), contributing for example to the construction of classrooms. Parent Teacher Associations (PTAs) and Educating Mothers Associations (EMAs) were also involved in the management of school activities.

To ensure better protection within and outside school, Code of Conduct refreshers, including on Sexual and Gender-Based Violence (SGBV), were conducted for the benefit of all teachers and members of PTAs and EMAs. Girls clubs, peer educators and EMAs continued to play a key role in promoting girls' education. In addition, 21 nurseries supervised by female facilitators have allowed many young mothers to continue their education, and have helped prevent girl dropouts.

As complementary activities to the EAC programme, trainings were organised on the Education Management Information System (EMIS), aiming at strengthening the capacity of UNHCR, partner and MoE staff in school information management at all stages, including the use of tablets

for data collection and monitoring. Six people also participated in an online training programme and a workshop on UNHCR's Refugee Education Management Information System (REMIS), with the aim to integrate refugee data into the national EMIS.

Throughout 2018, UNHCR held regular coordination meetings with the MoE, UNICEF and other partners. Ten meetings of the technical education group were organised to address various education issues. UNHCR also participated in eight education cluster meetings and six meetings of the local education group. Participation in these fora is a key to ensuring that the needs of refugees are taken into account in national education programmes and sector plans, such as the Interim Plan for Education in Chad 2018-2020. Joint field missions were organised with the MoE to support the inclusion of refugee students into the national education system, and inform local authorities, refugees and host communities about the formalisation of the inclusion of refugee camp schools.

## CHALLENGES AND LESSONS LEARNED

All activities planned under the EAC programme in 2018 were completed, with the exception of one activity that could not be carried out in two of the five targeted locations. The payment of school fees for out of school children could not take place as planned in Farchana and Iriba camps, as refugee communities were reluctant to accept the harmonisation of community contributions, which, according to them, would not help address their basic school needs. Furthermore, in Dar es Salam camp, only 1,500 children could benefit from the payment of school fees, instead of the 2,600 initially targeted, due to the fact that a large number of refugee families settled down with their children outside of the camp in order to pursue livelihood activities.

One significant over-achievement should be emphasised in the area of construction and rehabilitation. As costs were reduced thanks to the involvement of the community, additional activities could be carried out in order to meet increased infrastructural needs. A total of 39 latrines could be constructed, as well as 16 additional classrooms rehabilitated in Goz Amer camp, where school infrastructure had been damaged during the rainy season, thus bringing the total number of rehabilitated classrooms in all camps to 63, instead of the 47 initially targeted.

The payment of exam fees to children from vulnerable households was impacted by circumstances in the camps. Only 1,365 children (around 15 per cent less than the

annual target) were supported, due to school dropouts that resulted from prolonged strikes.

Operational challenges further affected the implementation of education activities in 2018. The influx of 22,000 new refugees increased educational needs of refugee and host populations in remote areas in southern Chad, where schools were already struggling to accommodate the needs of students. Thanks to additional funding, educational needs could be partly met, and UNHCR was able to open a new office in Moissala, to be closer to the refugees who settled in host villages in the area. In addition, long and repeated teachers' strikes represented an additional challenge, as they had an impact on school enrolment and attendance, especially in refugee camps in the south of the country. As a response, UNHCR carried out awareness-raising campaigns to limit the impact of the strikes on enrolment and attendance. Last but not least, a violent incident took place within the refugee community in Bredjing camp, following a change from wholesale food distribution to needs-based food assistance, which was challenged by some refugee leaders, creating escalating tensions that resulted in six deaths and 25 injuries. With school enrolment and attendance being affected, increased outreach efforts had to be made in Bredjing Camp in order to bring some students back to school.

Overall, major challenges continue to affect refugee education in Chad. Low absorption capacity of schools and poor quality of school infrastructure are some of the main concerns. Despite the construction of additional facilities, classrooms considered to be "in good condition" continue to host an average of 104 students at primary school levels, falling well behind the national standard of 40 students per classroom. Shortages of learning and teaching materials further affect the quality of education. Despite significant progress made in the area of capacity building, 65 per cent of primary school teachers are still unqualified.

Among out of school children, the most difficult to reach are those who have left refugee camps with their families to settle in the villages nearby. In 2018, activities such as awareness-raising campaigns and the distribution of school supplies, were undertaken in order to support refugees in the villages around the camps, in line with the promotion of the out-of-camp strategy. In the future, these activities have to be extended, and protection monitoring mechanisms strengthened.

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
Objective 1: Expand access to education			
School grants for OOSC	Iriba	2,800 individuals	0
	Farchana	2,500 individuals	0
	Gore	4,200 individuals	2,100 individuals
	Goz Beida	1,600 individuals	1,600 individuals
	Dar es salam site (Lac Region)	5,200 individuals	1,500 individuals
Exam fees provided for vulnerable children	All camps	4,174 individuals	1,365 individuals
Purchase wooden desks for classrooms and prevent children from sitting on the ground. These desks will seat 3 students each	Mile, Kounoungou, Touloum, Iridimi, Goz Amer, Djabal, Farchana, Gaga, Bredjing, Treguine, Diba	3,070 desks	700 desks/chairs
Construct/rehabilitate classrooms and latrines to meet the standards and create additional learning space	Mile, Kounoungou, Touloum, Iridimi, Goz Amer, Djabal, Farchana, Gaga, Bredjing Treguine, Diba, Moyo, Amboko, Dosseye, Doholo, Timberi, Belom	164 classrooms 80 latrines	30 classrooms constructed 52 classrooms rehabilitated 39 latrines constructed
	Dar es salam site (Lac Region)	45 classrooms	1 classroom constructed 11 classrooms rehabilitated
Objective 2: Improve quality of teaching and learning			
Teachers and/or directors training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, and inclusive education	All camps	1,300 individuals annually	1,300 teachers
		395 individuals	208 individuals
Certified teacher training at the Normal School of Bilingual Teachers of Abeche (ENIBA) and at the Normal School of Teachers of Doba (ENID)			
Teacher's incentives	All camps	1,600 individuals annually	1,300 individuals
	Dar es salam site (Lac Region)	13 individuals annually	13 individuals
School materials and teaching aides for teachers (e.g. teacher's materials and children's books)	All camps	4,022 kits of materials/ teaching aides	Distribution of 1,300 kits of materials/teaching aides
	Dar es salam site (Lac Region)	48 individuals	Distribution to 15 individuals
Students provided with books and other reading materials	All camps	49,436 individuals	Distribution to 10,000 individuals
Objective 4: Promote awareness and advocacy on the importance of education for refugee children			
Conduct OOSC campaigns per year in 18 camps and 2 sites	All camps	22 campaigns annually	22 campaigns
Objective 7: Emphasise community participation in education			
Support to Savings and Loan Programmes to support PTAs	All camps	20 locations annually	20 locations



# Ethiopia

OOSC Enrolment Target—Life of project **62,765**

OOSC Enrolment—Total to date **61,832**

OOSC Enrolment—Reporting period **15,067**

## OVERALL CONTEXT

Ethiopia is currently the second largest refugee hosting nation on the African continent, with 905,831 refugees, the majority of whom come from South Sudan, Somalia, Eritrea, Sudan and Yemen. Refugees are living in 27 camps as well as in urban settings. Most refugees reside in Afar, Benishangul-Gumuz, Gambella and the Somali region, which are classified as “Emerging Regions”, characterised by harsh weather conditions, poor infrastructure, low capacity of local government, high level of poverty and poor development indicators.

The Government of Ethiopia (GoE) has demonstrated significant efforts to embrace international, regional and national commitments to progressively address refugee education within the national system. Following the adoption of the New York Declaration in 2016, the GoE committed to increase enrolment of refugee children in preschool, primary, secondary and tertiary education, without discrimination and within available resources. Ethiopia became one of the first countries to apply the Comprehensive Refugee Response Framework (CRRF), which was officially launched in November 2017. The new political environment under Prime Minister Abiy has created a state of stability, although regional governance challenges and pockets of insecurity still remain.

A draft National Comprehensive Refugee Response Strategy, a 10-year strategy that gradually phases out the refugee camps into integrated settlements, was prepared by the GoE. The new Refugee Proclamation adopted in January 2019 represents a significant milestone, as it offers

a comprehensive response to displacement in which refugees are included in national services, including education, and focuses on ensuring refugees can contribute to local economies in a way that benefits both refugee and host communities.

## IMPACT

Overall enrolment of school-age refugee children (3-18 years) in Ethiopia increased from 179,022 to 203,903 (42.7 per cent of girls) between the academic years 2016/2017 and 2017/2018. By the end of 2018, the number of school-age refugee children in primary education (7-14 years) rose from 132,563 (79,170 boys and 53,393 girls) to 147,630 (88,927 boys and 58,703 girls). Through the EAC programme, a total of 15,067 (9,757 boys and 5,310 girls) formerly out-of-school children were newly enrolled in 58 camp-based primary schools in 2018.

This increase in enrolment is attributed to a combination of factors. Between July and December 2018, new arrivals, especially in Shire and Gambella camps, where the majority were primary school-age children, resulted in increased enrolment numbers within a few months of their arrival.

Back-to-school campaigns launched across different camps also played a significant role in the mobilisation of the community to send their children to school, with Parent Teacher Associations (PTAs) supporting the enrolment exercise. The availability of teachers, as well as improved school facilities, played a significant role in reassuring parents that their children would benefit from safe

learning environments. Last but not least, overall expansion efforts that were supported under the EAC programme in previous years were also a key factor that contributed to increased enrolment rates, with additional classrooms making it possible to cater the needs of additional children. In 2018, the construction of 28 classrooms started in Gambella, Assosa and Semera, and was 80 per cent completed by December 2018<sup>6</sup>.

In 2018, the EAC programme contributed to enhance the quality of education through the recruitment, payment and training of teachers. In total, 611 teachers were supported, with the majority being supported throughout the year, while some of them, due to different reasons, including increases in incentive amounts, could be supported only during part of the year. Capacity-building of teachers was one of the key achievements of 2018, as 599 teachers were trained on teaching methodology and classroom management. 113,310 textbooks covering different subjects were also distributed in Shire and Gambella, thus contributing to improve the quality of teaching and learning.

In order to effectively tackle the barriers that out of school children face, and to address the reasons why children were not enrolled or dropped out of school, coordination with other sectors was emphasised in the implementation of education activities. In all the primary schools, linkages with different sectors, including Sexual and Gender-Based Violence (SGBV), Health and Nutrition, Child Protection, and Water, Sanitation and Hygiene (WASH), were established to strengthen the protection of boys and girls and ensure safer learning environments.

The Education Management Information System (EMIS), which was rolled-out in camp schools at the end of 2016, continued to be mainstreamed into the national system, in collaboration with the Ministry of Education (MoE) and Regional Education Bureaus (REBs). EMIS reports for 2017/18 have been validated, and will be published along

with the national MoE report in the first quarter of 2019. UNHCR also strengthened its partnership with UNICEF and the MoE to ensure refugees are included in national learning assessments, as well as school grants. These are some of the key foundations towards the mainstreaming of refugee education within the national system.

## CHALLENGES AND LESSONS LEARNED

The implementation of the EAC programme in 2018 was characterised by significant over-achievements in two key focus areas: capacity-building of teachers, and the provision of textbooks and scholastic materials. The fact that trainings for teachers were carried out at camp level, and were supported by experts from the REBs, reduced transportation costs and made it possible to train a total of 599 teachers, instead of the 293 initially planned. Similarly, thanks to bulk procurement and reduced unit costs that the Administration for Refugee and Returnee Affairs (ARRA) and UNHCR negotiated with regional education authorities, a total of 113,310 textbooks covering different subjects were distributed in Shire and Gambella, which is more than twice the amount that was initially planned, and scholastic materials were distributed to 17,482 students in Assosa, representing an over-achievement of almost 30 per cent.

Nevertheless, some challenges directly impacted the implementation of other activities. Due to security risks and major difficulties in accessing some sites, significant delays occurred in the construction of 28 additional classrooms, which was still ongoing as of December 2018, and is expected to be completed by March 2019. In addition, the allocated budget, combined with the need to respect MoE standards, was only sufficient to cover the construction of four classrooms and one administrative block in Semera, instead of the six classrooms initially planned. Regular monitoring of the construction by UNHCR field teams is in place to ensure completion during the dry season. Furthermore, 25 school desks were supplied instead of the 30 initially

<sup>6</sup> As of the time of writing this report, the classroom construction has been fully completed

planned in Shire, and the amount of school supplies distributed in Addis Ababa had to be reduced by 30 per cent, due to budget constraints linked to increased unit costs.

Overall, despite concerted efforts to increase access to quality education for refugee children in Ethiopia, many challenges still remain in the areas of access, quality, equity and safe learning environments. About 21 per cent of primary school-age children are still out of school, schools and classrooms are overcrowded, due to limited facilities despite the construction of additional classrooms, and about 40 per cent of teachers are unqualified. Education materials are in short supply and the majority of refugee schools still do not fulfil the minimum standards of safe learning environments. On average, there is one teacher for 106 students, while each classroom (in double shifts) serves over 86 students. Behavioural change among refugee communities also remains a major challenge, as early marriage is still prevalent in most camps, leading to frequent girls' dropouts, especially at upper primary levels. Poverty and the opportunity costs of schooling also continue to be key barriers that need to be addressed.

2018 has shown once again that strengthening the existing relationship with the MoE, REBs and other education partners is pivotal for improving refugee education and ensuring sustainability. There have been encouraging trends in collaborative approaches between humanitarian and development partners, through which UNHCR has been expanding existing and potential opportunities for improving access to quality education for refugees. Coordination has been strengthened on education with the MoE, ARRA, international and national non-governmental organisations, donors, as well as with refugee and host communities. Joint fundraising, advocacy, planning and implementation are increasing the implementation of an integrated approach between the refugee and the national education system.



*Their teachers in Jijiga refugee camp, Ethiopia, call these two "the inseparables". Farah Awit (right), 14, wants to be a surgeon. Osman Mohamed (middle), 14, wants to become a teacher, so he can help his community gain knowledge, to bring back to Somalia one day.*

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
<b>Objective 1: Expand access to education</b>			
Procure school furniture (TG & BM) & student desks	Assosa	160 school furniture 1,160 student desks	Activity completed
Provide desks, tables and school supplies (blackboards)	Shire	335 desks	25 desks
Procure student desks for the new Nguenyie primary school	Gambella	875 desks	Activity completed
Construction of additional classrooms		32 classrooms	4 classrooms (ongoing)
Construct additional new classrooms (Expansion of the primary education services into a fourth camp)	Assosa (Tsore Camp)	24 classrooms	8 classrooms (ongoing)
Construction of a library		1 library	Library equipped with 150 books and ICT service
Construction of 3 blocks of 4 rooms in each camp (SH, TG & BM)	Assosa	12 classrooms	12 classrooms (ongoing)
Improve, renovate old classrooms in 4 camps	Shire	Rehabilitate 12 classrooms in 3 schools	Activity completed
Construction of classrooms and administrative block	Semera	16 classrooms	4 permanent classrooms 1 administrative block (ongoing)
Build and /or rehabilitate sex segregated latrines	Gambella	8 blocks	Activity completed
Construction of sex segregated latrines	Jijiga	1 block	Activity completed
Supply student desks and chairs	Addis Ababa for Kenya- Borena Refugees	250 student desks 30 teacher chairs	Activity completed
Provide school furniture for new classrooms, chalk, blackboard, workbooks		15 tables 60 chalk packs 16 blackboards 4,500 workbooks	Activity completed
Provide school uniforms	Shire & Semera	6,300 uniforms	Activity completed
Distribute school uniforms to students.	Addis Ababa for Kenya- Borena Refugees	4,500 students	Activity completed
Provide school uniforms to 3,000 boys	Gambella	3,000 uniforms	Activity completed
Provide school uniforms to 3,000 girls		3,000 uniforms	Activity completed
Provide school uniforms to 3,000 boys	Jijiga	3,000 uniforms	Activity completed
Provide school uniforms to 3,600 girls		3,600 uniforms	Activity completed
Loading and unloading of students uniforms		1 distribution	Activity completed
<b>Objective 2: Improve the quality of teaching and learning</b>			
Provide student textbooks and teachers' guide for primary schools	Assosa	41,000 textbooks	Activity completed
Provide 5,900 textbooks and increase access to reading materials	Addis Ababa for Kenya- Borena Refugees	5,900 textbooks	Activity completed
Increase access to reading materials (Teachers guides, reference books)		7,927 reference books	Activity completed
Provide teaching and learning supplies	Gambella	74,856 reference books	Activity completed
Provide student supplies (exercise books, pens, etc.)	Assosa	Up to 13,500 students annually	17,482 students

Life of project activities	Location	Life of project targets	Actual 2018
Provide textbooks and increase access to reading materials	Gambella	145,021 textbooks and reading materials	99,705 textbooks and reading materials
Provide textbooks and increase access to reading materials and school supplies	Jijiga	26,645 textbooks 55,307 workbooks 15,802 pens 15,802 pencils 15,802 rulers	Activity completed
Exercise books, pens, blackboards and other education materials	Addis Ababa for Kenya- Borena Refugees	3,000 student supplies	2,068 student supplies
Incentive payment for teachers		12 teachers annually	12 teachers
Recruit teachers and pay incentives	Jijiga	124 teachers annually	124 teachers
Recruitment & payment of incentive to refugee teachers	Assosa	230 teachers annually	230 teachers
Provide student textbooks and reading materials	Shire	30,845 textbooks and reading materials	13,605 textbooks
Recruit teachers and pay incentives (ADH and Hits)		59 teachers annually	87 teachers
Provide incentive and salary for teachers	Semera	40 teachers annually	40 teachers
Pay teachers' salary and incentives	Gambella	Up to 170 teachers annually	118 teachers
Conduct teacher training (continuous professional development)	All locations except Kenya-Borena and Dollo Ado	293 teachers annually	599 teachers
<b>Objective 4: Promote awareness and advocacy on the importance of education for refugee children</b>			
Conduct community awareness campaigns targeted at the enrolment of 900 children (grades 1-4)	Addis Ababa for Kenya- Borena Refugees	1 time campaign (for five days)	Activity completed
<b>Objective 5: Improve data collection, management and analysis to promote learning and better programming</b>			
Education Management Information System established	Semera	1 system established	Activity completed
<b>Objective 6: Strengthen capacity and partnerships with Ministries of Education and other education actors to enable more refugee children to access school</b>			
Strengthen capacity amongst stakeholders (Basic Education Programming capacity building training)	Semera	28 individuals	Activity completed
Capacity building for multi-functional team on Education		11 individuals	Activity completed
<b>Objective 7: Emphasise community participation in education</b>			
Training for PTAs 28 people (7 per zone) – quarterly / 1 day	Addis Ababa for Kenya- Borena Refugees	28 individuals	Activity completed
<b>Objective 8: Promote innovation in education programming and interventions</b>			
Provide access to computers in formal education and expand access to reading material, literature and resource material through the provision of eBooks	Jijiga Camp	24 desktops and two 17KVA power generators for three primary schools	Activity completed

# Islamic Republic of Iran

OOSC Enrolment Target—Life of project **19,610**

OOSC Enrolment—Total to date **11,680**

OOSC Enrolment—Reporting period **2,070**

## OVERALL CONTEXT

The Islamic Republic of Iran (Iran) is host to one of the largest and most protracted urban refugee populations worldwide, with close to one million Afghan refugees living in the country, 97 per cent of whom live in urban areas, while three per cent reside across 20 settlements managed by the Government. Approximately 450,000 Afghans holding Afghan passports with Iranian visas also live in Iran, as well as an estimated 1.5 to 2 million undocumented Afghans.

UNHCR has continued to support the Government's efforts to implement inclusive and progressive education policies to include all Afghans, regardless of their legal status, into national education systems. These policies have opened up opportunities for children, including a number of out of school children, to re-join school. A total of around 420,000 refugees and undocumented children were enrolled in primary and secondary education in the academic school year 2017/2018, and a total of 473,000 in the academic school year 2018/2019.

Maintaining this exemplary policy has required a significant financial investment from the Government of Iran, but current economic challenges are making this effort harder to sustain. Over the past year, the rate of inflation has increased and overall prices of goods and services have soared, which in turn had an impact on UNHCR operations in Iran.

## IMPACT

Activities implemented under the EAC programme in 2018 contributed to facilitate access to education for refugees and undocumented Afghan children within the national system. Based on the data available, a total of 1,615 out of school Afghan children could access education thanks to the eight schools that had been constructed with the support of the EAC programme, and which were inaugurated at the beginning of the academic year 2018/2019. In addition, 455 over-aged refugee learners (under the age of 18) were newly enrolled in Accelerated Education Programmes (AEPs).

In 2018, the EAC programme supported the Ministry of Education (MoE) in the construction of eight schools in areas hosting high numbers of vulnerable refugees. It is estimated that these schools, once inaugurated, will bring around 2,484 out of school children back to school at the beginning of the academic year 2019/2020, thus improving access to safe learning environments for refugee boys and girls, while enhancing social coexistence between refugee and host community children.

The provision of transportation services to 223 refugee students (102 boys and 121 girls) in six provinces also helped enhance access to education for vulnerable children who would otherwise have had to walk long distances to reach school. Access to education was further enhanced for over-aged refugee children, through literacy training and AEPs for 2,400 students. Basic literacy courses targeted lower primary levels, with 400 hours of training within a period of five months. AEPs provide over-aged children with an

opportunity to join flexible, age-appropriate programmes, enabling them to catch up on missed schooling, and later on re-join the formal education system. In 2018, AEPs are estimated to enable some 815 children to re-join the formal national education system in the academic year 2019/2020.

Other activities helped enhance the quality of learning environments. The provision of educational, IT and sport equipment, which included photocopier machines, data projectors, DVD players, computers, learning materials, as well as volleyball and football nets, benefited a total of 2,496 students in 13 schools hosting large numbers of refugee students. Hygiene awareness sessions were also organised for 1,070 students in four schools, contributing to promote well-being and hygiene among refugee children. Furthermore, life skills training, which were attended by 502 students in two schools, helped enhance the self-confidence and dignity of children at school.

At a national level, UNHCR continued to work closely with UNICEF on various issues, including education and child protection. UNICEF and UNHCR regularly coordinate their activities and interventions in the context of the Education Working Group.

## CHALLENGES AND LESSONS LEARNED

Classroom construction, which is managed and co-funded by the MoE (with the EAC programme covering around 30 to 60 per cent of the total costs) was affected by delays, caused by high inflation rates and acute price increases in construction, which led to long tendering procedures, as well as the MoE having to mobilise additional funds. Classroom construction was closely monitored by UNHCR, in collaboration with the MoE and the Bureau for Aliens and Foreign Immigrants Affairs (BAFIA) at both central and local levels, and regular on-site visits took place to review progress, identify challenges, and agree on remedial actions.



Young students at Amir Kabir primary school in Shiraz, Iran.

While it was initially planned to construct seven schools and rehabilitate a further seven in 2018, the construction of an additional school was prioritised over the rehabilitation work, based on a joint needs assessment that had been carried out by UNHCR, the MoE and BAFIA, thus bringing the total number of schools to be constructed in 2018 to eight. As of December 2018, eight schools were under construction: three were 25 per cent completed, four were 50 per cent completed and one was nearing 90 per cent completion. All eight schools are expected to be operational for the academic year 2019/2020.

Increases in prices also affected other activities implemented under the EAC programme, as the numbers of beneficiaries had to be readjusted downwards for AEPs, the provision of school equipment, as well as the organisation of hygiene awareness sessions and life skills trainings. One notable exception was the provision of transportation services, where the annual target was exceeded within the allocated budget, as the same buses were transporting a higher number of students, due to increased needs.

Overall, cultural sensitivities towards the education of girls continued to be a challenge in 2018, in particular among some conservative Afghan refugee communities, especially Pashtuns. Some are not willing to send their daughters to settlement schools due to a lack of female teachers, which has resulted in a number of dropouts among female students. One of the measures adopted by UNHCR to address this issue was to work jointly with BAFIA and the MoE for increasing the number of female teachers, in order to encourage girls' enrolment. As a result, a new female teacher was assigned to the Dalaki settlement school for the new academic year 2018/2019, which led to a decrease in the number of girl dropouts, and thus improved access to education for female refugee students in Dalaki settlement.

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
<b>Objective 1: Expand access to education</b>			
Construction and rehabilitation of schools in high refugee populated provinces	Eight provinces with high refugee population	41 schools	8 schools under construction (to be operational for the school year 2019/2020)  completion rates as of December 2018: 1 school - over 90% 4 schools - over 50% 3 schools - over 25%
Provision of transportation services to vulnerable refugee students	Bushehr, Fars, Gonbad, Gorgan, Kerman, Khuzestan, Qom	140 students annually	223 students (121 girls and 102 boys)
<b>Objective 2: Improve the quality of teaching and learning</b>			
Literacy training at literacy (1st to 3rd grade of primary) and transition (4th to 6th grade of primary) level for over-aged and out of school refugee children	Alborz, Bushehr, Fars, Golestan, Isfahan, Kerman, Khorasan Razavi, Khuzestan, Lorestan, Markazi, Qazvin, Qom, Semnan, Tehran, Yazd	3,000 students annually	2,400 students
Procurement of educational/IT/sport equipment/learning material for schools/libraries	Birjand, Bushehr, Esfahan, Fars, Gonbad, Gorgan, Kashan, Kerman, Malard, Mashad, Robat Karim, Semnan, TeJ, Yazd	3,500 students annually	2,496 students in 13 schools in 6 provinces (Qazvin, Qom, Kerman, Yazd, Golestan and Khorasan Razavi)
Procurement and distribution of education kits (stationery)		8,250 stationery supplies	Activity completed
<b>Objective 3: Ensure safe learning environments for children</b>			
Organization of hygiene project/ awareness sessions together with the distribution of hygiene kits in Kerman and Yazd	Birjand, Fars, Gonbad, Gorgan, Kashan, Kerman, Mashad, Paakdasht, Qazvin, Qom, Semnan, Tehran, Torbat-e-Jam, Varamin, Yazd	12,000 students annually	1,070 students in 4 schools in Esfahan and in Yazd
<b>Objective 7: Emphasise community participation in education</b>			
Organization of life skills training for refugees and their parents	Bushehr, Esfahan, Fars, Gonbad, Gorgan, Kerman, Mashad, Qazvin, Qom, Tehran, Yazd	5,000 students and parents annually	502 students in 2 schools in Fars provinces

# Kenya-Dadaab

OOSC Enrolment Target—Life of project **43,071**



OOSC Enrolment—Total to date **48,639**



OOSC Enrolment—Reporting period **10,601**



## OVERALL CONTEXT

Located in the north-eastern part of Kenya near the Somali border, Dadaab refugee camp complex was established in 1991 by the Government of Kenya (GoK) and UNHCR to host Somali refugees displaced by the civil war. Over the years, the camp has also hosted other nationalities from the Horn of Africa, Great Lakes and East Africa regions. As of June 2018, Dadaab was hosting 208,500 refugees and asylum seekers, the majority of whom were from Somalia and South Sudan.

As a result of the GoK's directive to close the Dadaab camps, Kambioos camp was closed in 2017, followed by Ifo 2 camp in 2018. Camp consolidation in May 2018 resulted in the closure of ten primary schools in Ifo 2, affecting a student population of 12,464 learners. While some families chose voluntary repatriation, others were relocated to other camps, where children were often not enrolled in school, as families prioritised shelter, livelihood and security concerns over education. As a result, significant drops were observed in the average Gross Enrolment Rate (GER), from 82 per cent at the beginning of 2018 to 79 per cent at the end of the year, as well as the average Net Enrolment Rate (NER), which fell from 52 per cent to 44 per cent within the same time period.

In 2018, primary education services in Dadaab were provided through a total of 22 primary schools. As of December 2018, 45,695 children (26,786 boys and 18,909 girls) were enrolled in primary education, with enrolment rates continuing to be low across school levels, especially among girls, and an average NER in primary school at 34 per cent.

## IMPACT

In 2018, activities implemented under the EAC programme directly contributed to a total of 10,601 new enrolments in primary education, which is more than double the annual target of 5,250 enrolments. The positive impact of the eight enrolment campaigns that were carried out throughout the year should be highlighted, as they not only helped to enrol out of school children, but also to re-enrol learners who had been absent from school following the closure of Ifo 2 camp. The two campaigns that took place in the camps receiving learners relocated from Ifo 2 camp resulted in 2,605 learners being re-enrolled in schools in Ifo 1, Dagahaley and Hagadera camps.

Activities contributing to improve the quality of teaching and learning remained a key area of focus in 2018. A total of 36,146 individuals benefited from the provision of teaching and learning materials, including assorted learning coursebooks, supplementary books, as well as Kenya's new Competency Based Curriculum (CBC) syllabus, currently being rolled out by the Ministry of Education (MoE) at lower primary school levels up to grade three. 150 teachers were retained and supported through monthly incentives, while 47 national teachers were newly recruited, retained and supported, as well as four education staff, including three education officers and one officer in charge of quality assurance and standards.

Capacity-building support was also provided for teachers and education staff. In 2018, 61 teachers were trained on curriculum delivery and pedagogical skills and were

encouraged to establish school-based and peer-to-peer support systems, and 100 teachers were trained on the CBC. Furthermore, 105 school administrators, as well as 151 members of Parent Teacher Associations (PTAs) and School Management Committees (SMCs), were trained on school governance and management issues.

To promote extra-curricular activities, all 22 primary schools participated in inter-camp sport games that encouraged social interaction and helped improve children's self-esteem. In addition, as part of complementary activities to the EAC programme, 100 girls participated in a mentorship programme that focused on girls' education, hygiene, child rights and safety skills, as well as on improving decision-making skills and developing self-confidence. This helped support advocacy on women's rights and contributed to address gender stereotypes.

In 2018, 3,365 learners (2,313 males and 1,052 females) sat the Kenya Certificate of Primary Education (KCPE) exams, which resulted in a 98 per cent transition rate to secondary education. This impressive result boosted the confidence of the community and, as a consequence, the number of KCPE registered candidates went up to 3,500 for the current academic year.

To enhance access to education for children with disabilities, 80 children were supported with assistive devices, and 30 teachers underwent a specialised in-service training at the Kenya Institute of Special Education (KISE), focusing on basic assessment and interventions for SNE learners. As a result, the total number of teachers trained on SNE was brought from six to a total of 36, which was a key factor in the increase in the number of enrolments of SNE learners in 2018. Additionally, continued support from the Educational Assessment Resource Centers (EARCs) has improved community awareness on SNE and has created a platform to advocate for inclusivity in education.

UNHCR continued to co-chair the Education Working Group (EWG) in Dadaab with UNICEF. This group meets on a monthly basis and provides a forum for joint planning and discussion. In 2018, the EWG carried out two joint monitoring sessions on education programming. A key achievement was the increased participation of the MoE. Strengthened collaboration resulted in one school being registered as an examination centre, with its first cohort of 186 class eight candidates sitting their national exams in December 2019.

## CHALLENGES AND LESSONS LEARNED

In 2018, all education activities planned under the EAC programme were implemented, some of them with notable over-achievements. The distribution of teaching and learning materials benefited to a total of 36,146 individuals, thus exceeding the initial annual target of 35,950, as materials were less costly than anticipated. Due to increased needs, and thanks to an efficient use of resources, eight school enrolment campaigns were organised, instead of the three initially planned. This was of key importance in a context marked by the relocation process that followed the closure of Ifo 2 camp, which had a significant impact on school enrolment and attendance. An efficient use of resources also allowed UNHCR to organise three inter-camp sports events, instead of the one event initially planned.

Different challenges also affected the implementation of other activities. The very low number of available qualified teachers willing to teach in refugee settings, combined with the difficult security situation in the north-eastern part of Kenya, have affected the recruitment of teachers, with UNHCR only being able to recruit and retain a total of 47 teachers for Dadaab's primary schools in 2018, thus reaching slightly over 50 per cent of its annual target. The teaching workforce was also impacted by voluntary repatriation and high attrition rates, as many qualified teachers decided to look for work opportunities elsewhere. This has had

negative effects on curriculum delivery, classroom management, and the overall quality of education. Furthermore, only 30 teachers out of the 50 initially targeted for 2018 could be trained on SNE, as the training turned out to be more costly than anticipated, especially with regards to transportation costs.

Overall, major challenges remain and affect access to quality education for refugee children in Dadaab. Overcrowded school infrastructure, dilapidated classrooms, insufficient Water, Sanitation and Hygiene (WASH) facilities, as well as insufficient school equipment and scholastic materials, are among the main prevailing issues. In addition, a lack of specialised learning materials, and inadequate school infrastructure, continue to be significant barriers for children with special needs, leading to low overall enrolment, attendance and performance.

Operational challenges also affected education activities in Dadaab in 2018. Because of their proximity to Somalia, the camps continued to be impacted by the security risks associated with the presence of armed groups from Somalia, which limited access to some locations

and affected the quality of the monitoring of education activities in some of the schools. In order to address these issues, UNHCR's education partner, the Lutheran World Federation (LWF), carried out innovative interventions, focusing on increasing the capacity of community support structures and on improving mechanisms to facilitate remote management. Last but not least, the severe floods experienced in 2018 had a devastating effect on school infrastructure, especially on WASH facilities, and resulted in major risks of diarrheal diseases. The floods also impacted the general transportation and communication network in the region, rendering most roads to the schools temporarily impassable. While some schools remained inaccessible, other schools were used to temporarily relocate households, thus leading to classes being disrupted for many teachers and learners.

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
<b>Objective 1: Expand access to education</b>			
Classrooms rehabilitated in 10 EAC schools	Dagahaley, Ifo 2, Ifo, Hagadera, Kambioos	137 classrooms	Activity completed
Provide assistive devices for learners living with disabilities		80 students annually	80 students
<b>Objective 2: Improve the quality of teaching and learning</b>			
Provide assorted teaching-learning materials for learners in schools	Dagahaley, Ifo 2, Ifo, Hagadera, Kambioos	35,950 individuals annually	36,146 individuals
Recruit national teachers to run an ALP programme		21 teachers	Activity completed
Recruit 4 education officers		4 officers annually	4 officers
Conduct school inspections per school to maintain quality and standards		9 inspections	3 inspections
Maintain incentives to teachers and recruit additional teachers		150 teachers recruited	Activity completed
		150 teacher incentives annually	150 teacher incentives
Train school administrators on school management project in Dadaab		105 administrators annually	105 administrators
Recruit national teachers for 12 months and retain them		90 teachers recruited and retained through payment of annual incentives	47 teachers
Conduct inter-camp sports and games		3 events	3 events
Train refugee teachers on professional teaching qualification		122 teachers	61 teachers
Train teachers on special needs education		50 teachers	30 teachers
Procure textbooks for 10 primary schools to attain a text book pupil ratio of 3:1		25,958 textbooks	Activity completed
Train untrained refugee teachers on curriculum delivery		315 teachers	100 teachers
<b>Objective 4: Promote awareness and advocacy on the importance of education for refugee children</b>			
Conduct school enrolment campaigns targeting OOSC	Dagahaley, Ifo 2, Ifo, Hagadera, Kambioos	9 campaigns	8 campaigns
Facilitate 8 girls' conferences on education for girls		8 conferences	2 conferences
<b>Objective 5: Improve data collection, management and analysis to promote learning and better programming</b>			
Conduct Early Grade Reading Assessment and Early Grade Maths Assessment	Dagahaley, Ifo 2, Ifo, Hagadera, Kambioos	2 assessments	1 assessment
<b>Objective 7: Emphasise community participation in education</b>			
Train PTA and SMCs on school governance	Dagahaley, Ifo 2, Ifo, Hagadera, Kambioos	151 individuals	151 individuals
Flood response in affected schools	Dagahaley, Ifo 2, Ifo, Hagadera	15 schools	Activity completed
<b>Objective 8: Promote innovation in education programming and interventions</b>			
ICT integration in education supported for 10 EAC schools.	Dagahaley, Ifo 2, Ifo, Hagadera, Kambioos	100 tablets purchased and 10 schools equipped	Activity completed
Refurbishment of ICT centres in 10 EAC supported schools		2 centres	Activity completed



**Maryan Mohamed, a 14-year-old refugee from Somalia didn't just perform well at her exams, she excelled: she was the leading student from Dadaab refugee camp, in northern Kenya, scoring 396 out of 500 marks. More than 3,000 refugee students in Dadaab sat the Kenya Certificate of Primary Education in 2018. Maryan sat the exams at Upendo Primary School, one of the few primary schools in Dadaab.**

Maryan was just six years old when she and her family arrived at Dadaab, after they fled conflict in their homeland, Somalia. Despite being a refugee, and a girl, Maryan was always encouraged by her parents to study hard – and she understands the value of a good education.

“Being female and last born in my family doesn't come with less expectations. I worked hard to make my parents, teachers and my community proud. Mathematics is my favourite subject. I enjoy solving equations and learning new things. I would like to be a doctor and help my people,” says Maryan.

*“Education is my only hope for a prosperous future and better life for my family.”*

Maryan's mother, Fatuma Ibrahim, was delighted at the news of her daughter's high score. “As a parent, I encouraged her to study hard but thankfully, she is self-motivated. Often, she would wake up early in the morning to study privately for math and Kiswahili before going to school. At night, using a portable solar lamp given by UNHCR, she worked on her assignments. After school, she would want to help with the household chores, but I made sure her older sisters mostly took care of that.”

The Head Teacher at Upendo Primary School, at Maryan's school, Hussein Maalim also expressed his happiness at the teenager's achievement. “Maryan has always been one of the top students at Upendo,” he says. “She's a fast and bright learner, beating all the boys and girls in her class. After school she would always participate in group studies for candidates, preparing for final exams and different social school clubs. Girls' education is still a challenge in Dadaab. Some girls are either kept at home for household chores such as cooking, cleaning, fetching water and some, even married off. So Maryan's achievement is truly great.”

Since 2012, UNHCR in partnership with EAC has supported the education of students like Maryan, enabling them to work towards their dreams and make themselves and their families proud.

*Previous page: Maryan Mohamed, a 14-year-old Somali refugee from Somalia, was the leading student in Dadaab refugee camps, northern Kenya, at the Kenya Certificate of primary education.*



# Kenya-Kakuma

OOSC Enrolment Target—Life of project **24,789**

OOSC Enrolment—Total to date **27,964**

OOSC Enrolment—Reporting period **11,175**

## OVERALL CONTEXT

Located in Turkana West Sub-county in the north-western part of Kenya, Kakuma camp and nearby Kalobeyei settlement hosted 187,349 (99,650 male and 87,699 female) refugees and asylum seekers by the end of 2018. While the refugees are mainly from South Sudan (56 per cent) and Somalia (21 per cent), the camp also hosts refugees from 19 other countries. In 2018, the camp received 9,880 (5,855 male and 4,025 female) refugees and asylum seekers, the majority of whom were women and children, mainly from South Sudan, the Democratic Republic of the Congo (DRC) and Burundi.

In 2015, UNHCR and the Government of Kenya (GoK) agreed to pilot a new approach by developing a settlement that would promote the self-reliance of refugees and the host population through enhanced livelihood opportunities and inclusive service delivery. Subsequently, the County Government, UNHCR and partners embarked on a 15-year comprehensive multi-sectoral and multi-stakeholder initiative, also known as the Kalobeyei Integrated Socio-Economic Development Programme (KISED P) in Turkana West.

In 2018, a five-year KISED P Plan was launched, with the aim to create an enabling environment, in which inclusive service delivery and local capacities are strengthened, legal frameworks and policies improved, and communities' resilience enhanced. The Plan is informed by the New York Declaration and the Global Compact on Refugees (GCR), as well as the regional commitments made by Kenya as part of the 2017 Nairobi Declaration and Plan of Action,

and the Djibouti Declaration. With education being a key pillar of the KISED P, a draft education policy for the inclusion of refugees into the national education system, has been developed, and is to be launched in 2019.

## IMPACT

In 2018, education activities implemented under the EAC programme contributed to 11,175 new enrolments in primary education, thus significantly exceeding the annual target of 4,000 enrolments. The expansion of education infrastructure was one of the main factors that facilitated enrolment in Kakuma, as 10 classrooms and five latrine blocks were constructed, as well as 10 classrooms rehabilitated, thus contributing to improve the average student-classroom ratio from 163:1 in 2017 to 127:1 in 2018. The provision of 500 desks also helped improve the average student-desk ratio from 1:6 in 2017 to 1:5 in 2018. In addition, 2,000 uniforms and 1,500 school bags were distributed, and facilitated access to education especially for the most vulnerable children.

Improving the quality of teaching and learning was another key area of focus of the EAC programme in 2018. A total of 734 teachers and education staff were supported, thus helping to bring down the average student-teacher ratio from 103:1 in 2017 to 83:1 in 2018. Capacity-building support was also provided, as 150 lower primary teachers participated in a training on safe learning and child-friendly activities, which included a Special Needs Education (SNE) component, and 50 school administrators were trained on school management and administration issues. The



Refugee and host community children at Morning Star Primary school in Kalobeyei settlement, Kenya, participate in a science class. The desks and textbooks used were supported by EAC Programme.

distribution of 100,000 exercise books and 5,000 textbooks, as well as the provision of other teaching and learning materials to 24 schools, significantly enhanced the quality of education, and helped improve the average textbook-pupil ratio from 1:7 in 2017 to 1:4 in 2018.

Targeted support was provided as well to 1,282 children with disabilities, who were given adequate learning materials and assistive devices, such as wheel chairs, crutches and hearing aids. Referrals, identification and appropriate placement of children with disabilities have been facilitated thanks to the recent construction of an Education Assessment and Resource Centre (EARC), which took place outside of the EAC programme.

In 2018, refugee children continued to excel in the Kenya Certificate of Primary Education (KCPE), with a pass rate of 80 per cent and 11 candidates reaching a score of over 400 out of the possible 500, putting them in the top 1.3 per cent at the national level. Students not only excelled in academics, but also in extra-curricular activities, as the recent inclusion of camp schools in national sports events and music and drama festivals gave refugee students new opportunities to demonstrate their incredible talents.

In order to address the current gaps in education data and information management, UNHCR is in the process of establishing the Kakuma Education Management System (KEMIS), which, by collecting individual student information,

will improve the availability of accurate education data for evidence-based planning and decision-making. In 2018, the collection of individual student information has started and will be used to populate the KEMIS once its development is finalised in 2019.

In line with the New York Declaration, the Comprehensive Refugee Response Framework (CRRF), the GCR and the KISDEP, UNHCR and its partners have continued to pursue the inclusion of refugees and asylum seekers in the national education system, through strengthened collaboration and partnership with the GoK and the Ministry of Education (MoE). In this regard, all camp schools have been registered as public entities, enrolment of host community children has been encouraged, and high level MoE engagement conducted. A policy for the inclusion of refugee children has been developed, and will be implemented in 2019.

## CHALLENGES AND LESSONS LEARNED

While all the activities that were undertaken under the EAC programme in 2018 saw their annual targets met, two activities were not carried out, due to specific reasons. The teacher training on Special Needs Education (SNE), which was planned for 15 teachers, did not take place, as an SNE component was included in the teacher training on safe learning environment and child friendly spaces that was attended by 150 teachers, in order to target an increased number of teachers and enhance their knowledge on teaching children with disabilities in an inclusive environment. Secondly, Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessments (EGMA) were not conducted under the EAC programme, as similar assessments were already being conducted by another partner. The budget for this activity was reallocated in order to cover shortfalls in classroom and latrine construction.

A notable over-achievement should be highlighted in the area of SNE, where increased needs were observed. An efficient use of resources enabled UNHCR to support 1,282 children with disabilities throughout the year by providing learning materials and assistive devices, thus exceeding its annual target by over 28 per cent. Thanks to complementary contributions from other partners, a total of 1,316 children with disabilities could be supported during the second half of the year.

While significant progress has been made in meeting the educational needs of refugee children, approximately 16,000 primary school-aged children remain out of school, including children who newly arrived in 2018. Increasing numbers of arrivals throughout the year presented a huge challenge, with existing school facilities already overstretched and unable to cater for additional children. In addition, high student-teacher ratios, shortages of learning materials and inadequate facilities, including classrooms, as well as Water, Sanitation and Hygiene (WASH) and recreational facilities, continue to be main concerns.

School dropouts remain a major challenge, especially among adolescent girls, mainly due to socio-cultural reasons linked to early marriage, teenage pregnancies, domestic labor contribution and poverty. This situation leads to gender disparities, with more boys than girls enrolled in school, especially at upper primary levels. Ongoing inter-agency efforts aim at addressing some of the complex community and school-level barriers affecting girls' enrolment and retention, through the provision of conditional cash grants, increased community dialogue on the value of education, as well as the provision of counseling and peer to peer support. Notwithstanding ongoing support for the education of children with disabilities, additional measures are needed to address access, retention and completion barriers, and to achieve inclusive educational environments.

In order to ensure quality education for all refugee children, additional resources are needed, as well as strengthened advocacy, coordination and partnership with the MoE and other education stakeholders. The inclusion of refugees in the national education system provides critical opportunities for partnerships with a range of actors, including UNICEF, so to ensure a comprehensive response.

Activity description		Targets		
Life of project activities	Location	Life of project targets	Actual 2018	Planned Jan - June 2019
<b>Objective 1: Expand access to education</b>				
Construct new classrooms to increase learning space in the camp, reduce congestion in the classes	All camps	41 classrooms	10 classrooms	Activity completed
Construct blocks of environmental, child-friendly and age-appropriate permanent toilets		20 latrine blocks	5 latrine blocks	
Construct a school kitchen		1 school kitchen	Activity completed	
Renovate/rehabilitate existing classrooms to create conducive learning environment in existing schools and expand learning spaces		34 classroom renovations	10 classrooms	Activity completed
Provide school uniforms for primary school children from poor and vulnerable groups as a strategy to boost their enrolment and retention		9,901 children supplied	2,000 children supplied	
Purchase school bags for school enrollees		5,723 school bags	1,500 school bags	
Procure new desks for learners		3,495 desks	500 desks	
Provide a set of teacher desks and chairs		62 teacher desks	Activity completed	
Expand access to Special Needs Education (SNE) for CWDs through provision of scholarships, learning materials and assistive devices		1,000 children annually	1,282 children (464 female)	Activity completed
<b>Objective 2: Improve the quality of teaching and learning</b>				
Teachers trained in special needs education	All camps	15 teachers	0	Activity completed
Purchase exercise books every year to provide 5 books to every learner		219,242 books	100,000 books	
Pedagogy and child centred training for ALP teachers		15 teachers	Activity completed	
Provide salaries for national teachers to mentor refugee incentive staff		92 teachers annually	92 teachers	73 teachers
Provide incentives for refugee primary school staff including hiring to support a double shift system		615 teachers annually	615 teachers	464 teachers
Salaries for incentive ALP teachers		15 teachers annually	15 teachers	Activity completed
Salaries for national ALP teachers		4 teachers annually	4 teachers	
Incentive payment for 8 support staff		8 support staff annually	8 support staff	8 support staff
Assorted teaching materials for learning centres		2 centres annually	Activity completed	
Assorted learning materials for learners		4,740 individuals		
Support extra-curricular activities to enhance learners participation in schools and create child-friendly spaces through play		4 events benefiting 22 schools annually	4 events 22 schools	Activity completed
Purchase lesson preparation materials for schools to assist teachers in lesson planning and lesson execution		24 schools annually	24 schools	24 schools

Life of project activities	Location	Life of project targets	Actual 2018	Planned Jan - June 2019
Textbooks procured to support learning	All camps	21,874 textbooks	5,000 textbooks	Activity completed
Procure teacher guides		2,625 teacher guides	Activity completed	
Training of teachers in lower classes in safe learning environment and child friendly activities (targeting class 1-3 teachers)		404 teachers	150 teachers (47 female and 103 male)	Activity completed
Purchase of educational materials for child friendly activities in primary schools		23 schools	23 schools	
Provide training to school administrators and education supervisors on school based management and quality assurance, school leadership and EMIS		50 administrators annually	50 administrators (5 female and 45 male)	
<b>Objective 3: Ensure safe learning environments for children</b>				
Construct a school fence and gate	All camps	Construct 1 school fence and gate	Activity completed	
<b>Objective 4: Promote awareness and advocacy on the importance of education for refugee children</b>				
Conduct community awareness, mobilisation and dialogue to create greater understanding and focus on education as a right and secure participation of OOSC especially girls and and children with disabilities	All camps	3 campaigns annually	3 campaigns	Activity completed
Awareness raising and community sensitisation sessions		3 sessions	Activity completed	
<b>Objective 5: Improve data collection, management and analysis to promote learning and better programming</b>				
Conduct biennial EGRA and EGMA tests through UWEZO Kenya	All camps	6,650 students	0	Activity completed
<b>Objective 7: Emphasise community participation in education</b>				
Provide grants to School Management Committees (SMCs) to implement projects to improve the capacity of the community to manage the schools as well as increase livelihoods options for refugees	All camps	22 grants	Activity completed	

## Malaysia

OOSC Enrolment Target—Life of project **5,430**



OOSC Enrolment—Total to date **5,590**



OOSC Enrolment—Reporting period **1,925**



### OVERALL CONTEXT

The change in government that took place in May 2018 in Malaysia further heightened the positive sentiment surrounding refugee education that had begun in 2017, with the Ministry of Education's (MoE) decision to register and provide licenses to all learning centres catering to refugee children. A total of 12 learning centres were successfully registered in 2018. This is a positive move forward, as refugee children enrolled in these centres are now studying in centres that are recognised by the Government of Malaysia (GoM). The same process is currently ongoing for other learning centres.

Advocacy for full inclusion has been intensified, with UNHCR pursuing multiple pathways to enhance cooperation with the MoE, as well as the Ministry of Home Affairs (MoHA) and the National Security Council (NSC), on access to education for the Rohingya population and potential support to Rohingya-focused learning centres. UNHCR has further strengthened its advocacy efforts with a study titled, "The Cost of Inaction", which is being undertaken by the world-renowned Lee Kuan Yew School of Public Policy in Singapore, with findings to be shared with the GoM in 2019, as well as joint advocacy efforts with the United Nations country team on inclusivity within the Sustainable Development Goal (SDG) framework and the Global Compact on Refugees (GCR).

UNHCR continues to work with five partner NGOs and 35 operational partners, as well as the refugee communities themselves, to continuously expand access to quality education via 132 learning centres, guided by UNHCR

Malaysia's Education Strategy and Multi-Year Strategic Directions 2017-2021. By the end of 2018, out of the 13,004 children accessing education with UNHCR's support, 10,281 were enrolled at primary level, with 8,910 being of primary school age (6-13 years) and 1,371 being over-aged learners.

### IMPACT

A total of 4,120 new enrolments across all education levels were recorded throughout 2018, of which 1,925 took place at the primary level. Activities implemented under the EAC programme directly contributed to expand access to primary education, with seed funding provided to nine newly established learning centres, funding to support the operation and maintenance of 61 learning centres, grants for transportation that enabled 2,189 children to go to school, sports and extra-curricular activities enjoyed by 3,792 children, and 7,536 children assessed on learning achievements.

Teachers serving at the learning centres also continued to be supported, with 183 teachers being provided with monthly stipends, 172 teachers provided with trainings that covered pedagogy, classroom management and lesson planning, and 205 teachers trained on data management and reporting. While the percentage of female teachers decreased from 69 per cent recorded in 2017 to 67 per cent in 2018, the absolute number increased from 520 to 662.

Activities implemented under the EAC programme contributed to improve the transition rate from grade 3 to grade 4, from 83 per cent in 2017 to 87 per cent in 2018. Access to ICT was also increased, with 94 of the learning



Friends, Gloria, 8, from Myanmar, and Maryama, 7, from Somalia, catch up over a good book at Dignity School in Malaysia.

centres offering primary education providing daily access to computers and the use of technology such as projectors in the classroom, and 77 learning centres being provided with support to pay for access to the internet.

Throughout 2018, learning centres continued to be used as safe spaces for all community members, thus extending the benefits of the EAC programme well beyond the children enrolled, in line with UNHCR Malaysia's Multi-year Strategic Directions 2017-2020 and the Community-Based Protection (CBP) strategy's aim of building more self-reliant and resilient refugee communities. UNHCR conducted monitoring and assessment visits to all 132 learning centres, during which many community outreach sessions were held, especially for learning centres located outside of the central region of Kuala Lumpur and Selangor.

UNHCR held regular coordination meetings and capacity building trainings for partners, as well as school coordinators, head teachers and representatives of school executive committees. Coordination meetings also

took place with the MoE. UNHCR organised three regional roundtables focused on advocating for the rights of refugees, not only in the area of education, but also access to healthcare and legal work. UNHCR, its partners, school coordinators, teachers, students and parents continued to rely on the use of social media and online platforms such as Google Drive, Whatsapp and Facebook for information sharing.

### CHALLENGES AND LESSONS LEARNED

Some challenges impacted the implementation of the EAC programme in 2018, leading to two activities not being undertaken, and funds being redirected to other activities. While there was health insurance coverage provided under the Refugee Medical Insurance (REMEDI) in 2017, the same could not be provided to teachers in 2018, as REMEDI was put on hold by the insurance company. The funds that had been allocated for this activity were used instead for other activities that helped improve the quality of teaching, as additional teachers could be paid compensation

and an overall higher number of teachers could be trained. Furthermore, due to the complications and risks involved in giving conditional cash-based assistance for education directly to the refugee families, the activity was not undertaken and the funds were used to cover transportation costs for a higher number of children to be able to travel to and from school (2,189 children instead of the 1,594 targeted), thus directly contributing to facilitate school enrolment.

In some areas, annual targets could be over-achieved within the allocated budget, due to various reasons. A total of nine schools were provided with seed funding or grants for renovation, instead of the seven initially targeted, as the costs in two of the schools turned out to be lower than expected, thus enabling support to be extended to another additional two schools. Annual targets could also be exceeded in the number of children who benefited from health education training sessions (3,003 students instead of the 2,500 targeted), as well as the number of children who benefited from standard literacy and numeracy assessments (7,536 instead of the 6,750 targeted), due to the fact that these activities were held at school, using already available space and materials, thus not incurring additional costs for additional beneficiaries. Last but not least, a total of 77 learning centres (10 more than planned) were provided with support to pay for internet access, as delayed implementation led to schools being supported for a shorter period of time, thus reducing the costs per school.

The dynamics of the Rohingya population, which is widely dispersed across Peninsular Malaysia, with small pockets of communities cropping up, mainly based on the availability of jobs, continues to pose challenges to the provision of quality education. A large percentage of Rohingya children still have no access to education and remain the most difficult to reach, while some of them do have access to a learning centre, but are not enrolled, due to various reasons.

Despite ongoing efforts to convince parents of the importance of mainstream education, some Rohingya parents still prefer to enrol their children at the unregulated community madrasahs, which place an emphasis on Quranic studies and the Arabic language. While it is estimated that around 3,000 Rohingya children may be enrolled at the madrasahs, as well as in other learning facilities that are not supported by UNHCR, statistics remain largely unavailable, due to the madrasahs' reluctance to share information with UNHCR. Other Rohingya parents

also continue to prioritise other needs over education, as older children are often expected to work, stay at home, or forced into early marriage.

Recent information gathered from the refugee community has revealed an increasing need for catch-up classes and accelerated education, as reflected by the presence of 1,371 over-aged learners among enrolled students, the highest recorded number to date. Although motivation to remain in school is high among over-aged learners, the lack of catch-up classes and Accelerated Education Programmes (AEPs) to bridge gaps in their education lifespan and enable them to quickly pick up basic literacy and numeracy skills means they currently cannot progress quickly enough. While there is limited opportunity for academic progression to secondary education within the central region, those who have completed primary education outside of the central region are even further disadvantaged as there is no access to secondary education.

The establishment of all-girls learning centres is also being considered, as they would encourage conservative parents who disapprove of mixed school settings to enrol their daughters in school, and allow them to complete their education. While certification at the end of primary education remains an issue, refugees completing secondary education can obtain the International General Certificate of Secondary Education (IGCSE) or the General Education Development (GED).

UNHCR's concerted efforts to implement a multi-sectoral approach in addressing the needs of the prioritised populations, particularly the Rohingyas, have resulted in increased parental participation and community ownership of the learning centres. However, the long-term sustainability of the centres remains a concern, as parental and community contributions are often insufficient, while additional funds would be required to expand existing facilities for the centres to be able to accommodate more students. Potential support from the GoM remains unclear, as negotiations and discussions among various ministries continue.

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
<b>Objective 1: Expand access to education</b>			
Schools provided with seed funding (for new schools in areas where there was previously no access) and grants for renovation or relocation (existing schools)	Central Region	6 schools	3 schools
	Northern Region	7 schools	2 schools
	Southern Region	4 schools	2 schools
	East Coast	5 schools	2 schools
Schools received grants for general maintenance/upkeep and operation	Central Region	40 schools annually	39 schools
	Northern Region	10 schools annually	11 schools
	Southern Region	7 schools annually	7 schools
	East Coast	4 schools annually	4 schools
Children provided with transportation support to address poor attendance rate due to distance, safety and security, and high cost	Central Region	700 individuals annually	1,111 individuals
	Northern Region	458 individuals annually	487 individuals
	Southern Region	256 individuals annually	366 individuals
	East Coast	180 individuals annually	225 individuals
Students provided with support for extra-curricular activities that support learning and child development	Central Region	2,800 individuals annually	2,800 individuals
	Northern Region	460 individuals annually	589 individuals
	Southern Region	300 individuals annually	178 individuals
	East Coast	200 individuals annually	225 individuals
Families provided with cash-based interventions that supports retention and enrolment at school	Central Region	60 households	0
	Northern Region	20 households	0
	Southern Region	20 households	0
	East Coast	20 households	0
<b>Objective 2: Improve the quality of teaching and learning</b>			
Teachers paid compensation to ensure teachers retention	Central Region	103 teachers annually	114 teachers
	Northern Region	35 teachers annually	36 teachers
	Southern Region	20 teachers annually	18 teachers
	East Coast	15 teachers annually	15 teachers
Refugee teachers provided with refugee health insurance which is annually renewable to promote retention	Central Region	221 teachers annually	0
	Northern Region	5 teachers annually	0
	Southern Region	3 teachers annually	0
Teachers receive modular and stackable training covering pedagogy, classroom management, behavioural management, lesson planning, etc	Central Region	100 teachers annually	120 teachers
	Northern Region	24 teachers annually	26 teachers
	Southern Region	14 teachers annually	16 teachers
	East Coast	8 teachers annually	10 teachers
Schools supplied with textbooks, reference books, teaching materials to support curriculum in place	Central Region	80 schools annually	Activity completed
	Northern Region	14 schools annually	Activity completed
	Southern Region	8 schools annually	Activity completed
	East Coast	6 schools annually	Activity completed
A taskforce formed and consultants engaged to enhance curriculum used at the learning centres, in order to ensure relevancy and also learning achievement targets set are met	Central, Northern, Southern and East Coast Regions	1 taskforce formed and 1 consultant engaged	2 meetings held with volunteers and consultant
<b>Objective 3: Ensure safe learning environments for children</b>			
Children provided with health education to increase awareness on health practices and healthy lifestyle, towards preventing health related dropout	Central Region	5,000 individuals	3,003 individuals

Life of project activities	Location	Life of project targets	Actual 2018
<b>Objective 5: Improve data collection, management and analysis to promote learning and better programming</b>			
Children participate in standard literacy and numeracy assessments to measure learning achievements	Central Region	5,100 individuals annually	5,862 individuals
	Northern Region	950 individuals annually	944 individuals
	Southern Region	450 individuals annually	476 individuals
	East Coast	250 individuals annually	254 individuals
Schools visited and monitored by EDU to ensure that schools are in order, collect information, and provide on the spot guidance on the running of the learning centres	Central Region	104 schools annually	104 schools
	Northern Region	15 schools annually	15 schools
	Southern Region	8 schools annually	10 schools
	East Coast	6 schools annually	6 schools
Tracking/monitoring of children enrolled in school and OOSCs through an open source education management education information system	Central Region	11,400 individuals annually	13,004 individuals
Appointment of a consultant to focus on OOSC issues including outreach, data analysis, information campaign and management	Central, Northern, Southern and East Coast Regions	2 short term team members hired	Activity completed
Teachers trained to utilise online educational resources; and to do data reporting via education management information systems	Central Region	120 teachers annually	148 teachers
	Northern Region	18 teachers annually	24 teachers
	Southern Region	14 teachers annually	21 teachers
	East Coast	8 teachers annually	12 teachers
<b>Objective 6: Strengthen capacity and partnerships with Ministries of Education and other education actors to enable more refugee children to access school</b>			
On-going advocacy and formation of a taskforce comprising UNHCR, UNICEF, MoE and any relevant institution(s) and agencies to ensure on-going discussion and information sharing on access to education for refugee children	Central, Northern, Southern and East Coast Regions	1 advocacy round table annually	8 meetings with MoE (meetings on a bi-monthly basis during the second half of 2018) 3 regional roundtables held
Capacity building trainings for IPs conducted, especially in familiarising them with the UNHCR education strategy and global strategic priorities, the OOSC, fundraising, etc. Trainings are thematic and held quarterly	Central, Northern, Southern and East Coast Regions	2 sessions annually	2 sessions
<b>Objective 7: Emphasise community participation in education</b>			
School coordinators, head teachers and members of school executive committees and PTAs provided with capacity building on school management, OOSC, SGBV, etc. Trainings are thematic and held quarterly.	Central Region	100 education personnel annually	93 education personnel
	Northern Region	20 education personnel annually	26 education personnel
	Southern Region	14 education personnel annually	12 education personnel
	East Coast	12 education personnel annually	12 education personnel
<b>Objective 8: Promote innovation in education programming and interventions</b>			
Schools provided with internet access to enable teachers to download teaching materials online; and input data for OpenEMIS	Central Region	55 schools annually	62 schools
	Northern Region	6 schools annually	6 schools
	Southern Region	4 schools annually	6 schools
	East Coast	2 schools annually	3 schools
Schools provided with IT equipment to support classroom learning	Central Region	21 schools	Activity completed
	Northern Region	10 schools	Activity completed
	Southern Region	2 schools	Activity completed
	East Coast	1 school	Activity completed

# Pakistan

OOSC Enrolment Target—Life of project **18,547**

OOSC Enrolment—Total to date **24,887**

OOSC Enrolment—Reporting period **10,340**

## OVERALL CONTEXT

Out of the 1.4 million registered Afghan refugees in Pakistan in 2018, 68 per cent were living in urban and peri-urban areas, while 32 per cent were residing in refugee villages (RVs) in three regions: Khyber Pakhtunkhwa (KP), Balochistan and Punjab. Children and youth (0-18 years old) represented over 47 per cent of the refugee population. In total, 544,102 refugee children were of school age (5-18 years), 78 per cent of whom were out of school at the end of 2017, with enrolment rates being particularly low among Afghan refugee girls.

In 2018, political volatility, evolving relations between Afghanistan and Pakistan, as well as sub-regional and internal security challenges continued to define the complex operational environment in Pakistan. The 2018 elections changed the national political landscape, with the Pakistan Tehreek-e-Insaf forming a coalition government, prompting UNHCR's continued engagement with traditional as well as new interlocutors, in order to be able to respond to changes in policies and directives regarding refugees, and ensure effective cooperation with relevant authorities.

The limitations of the Government of Afghanistan in fulfilling its commitments to support the sustainable reintegration of returnees have affected refugees' interest to return, with less than 15,000 refugees opting for voluntary repatriation in 2018. Pakistan's own security challenges in UNHCR's operational areas have continued to affect the overall protection space and humanitarian access for refugees.

## IMPACT

Education activities implemented under the EAC programme in 2018 contributed to expanded access to primary education for refugee children. The provision of incentives to girls on a bi-annual basis, as well as the distribution of uniforms and other school materials had a positive impact on the attendance and motivation of students. Similarly, school enrolment campaigns organised before the start of the new academic cycle in RVs, as well as the engagement of refugee communities through social mobilisation meetings and school management committees (SMCs), all directly contributed to the new enrolment of 10,340 children (3,458 in Balochistan, 6,527 in KP and 355 in Punjab), thus significantly exceeding the annual target of 4,000 enrolments.

In 2018, the EAC programme supported the provision of 10,000 school bags, 10,000 uniforms, and 3,000 incentive payments, which helped facilitate access to quality education, especially for girls. In Balochistan, 20 home-based girls centres (HBGCs) in four RVs provided alternative education options for 459 girls who would otherwise not have had the opportunity to learn and access school, due to geographic, economic or socio-cultural barriers. These interventions, supported by the community, have increased awareness of the importance of girls' education in remote and conservative refugee communities. Rehabilitation work, including solarisation and installation of water supply systems, carried out in 15 schools in KP, significantly improved the school environment, and directly contributed to the safety and comfort of 8,000 children.

With the quality of teaching remaining a key priority in 2018, the EAC programme continued to support the remuneration and training of teachers throughout the country. In KP, 678 teachers were supported with incentives throughout the year, while 388 teachers and 45 watchmen benefited from stipends in Balochistan. Following the suspension of the two-year teacher training course due to concerns regarding the quality of the training, 161 students who had completed more than 12 months of training were shifted to a certified public university in Balochistan, and to the government's Directorate of Curriculum and Teacher Education in KP, in order to obtain the teacher training certification. In Punjab, incentives were provided to 50 female teachers in RVs, and 43 teachers were trained by the Ali Institute of Education on topics such as teaching methodology, child rights, and codes of conduct to create inclusive classrooms.

In order to assess the quality of teaching and learning, 506 classroom assessments that included a wide range of indicators were conducted in 10 RVs in Balochistan. Corrective measures included the development of additional materials and revised teaching plans that focused on active learning techniques and enhancing children's participation in the classroom. Improvements could be observed in the overall classroom environment, learning outcomes and teachers' performances, thanks to ongoing follow-up and support by the education partner at RV level.

In 2018, as part of its protection programme, UNHCR continued to identify families in need of protection and assistance through field visits, partner referrals, and outreach volunteers. A total of 1,621 cases were referred to different service providers throughout the country. These referrals included psycho-social counselling sessions and support for school admission, and helped in addressing issues related to SGBV and other protection issues, as part of UNHCR's inter-sectoral interventions.

The mainstreaming of refugee children in public schools remained a priority for UNHCR in Pakistan in 2018. The Academy of Educational Planning and Management was approached to include a nationality indicator in the school-based data collection form used in the Education Management Information System (EMIS), so that data on Afghan refugee children enrolled in public and private schools throughout the country can also be captured by the Government. Engagement with provincial education authorities and participation in the education sector plan technical group meetings was enhanced to ensure the inclusion of refugees in educational planning processes.

## CHALLENGES AND LESSONS LEARNED

While the overall annual enrolment target was significantly exceeded in 2018, a notable achievement should also be highlighted in the area of girls' education. Community enrolment campaigns, meetings with older community members on the importance of girls' education, and advocacy through community outreach volunteers resulted in increased enrolment among girls in KP, where 2,450 formerly out of school refugee girls were enrolled, close to 25 per cent more than the initial annual target. In Balochistan, 20 HBGCs were supported, instead of the 15 initially planned, as five satellite classes were converted into HBGCs in order to accommodate a higher number of girls.

Over the course of the year, UNHCR has to reprioritise some activities to better address their actual needs. This explains why some targets were not met. In KP, only 10,000 uniforms were needed instead of the 34,000 initially planned. This was supplemented with the distribution of 10,000 school bags and 12,000 lap desks (procured). Similarly, UNHCR negotiated the provision of free textbooks by the Elementary and Secondary Education Department in KP. The budget planned for the distribution of textbooks was reallocated to the payment of teachers' incentives in order to cover the additional costs resulting from an increase in incentive amounts (based on a competitive salary survey undertaken in 2017). Thanks to the budget reallocation, 678 teachers could be retained in KP in 2018.

Other activities saw some minor under-achievements. Only 161 out of the 166 enrolled students obtained the teacher training certification by the end of 2018, as students dropped out in Balochistan due to repatriation; in Punjab, some teachers did not attend the training that was targeting 50 RV refugee teachers, due to other professional commitments.

Administrative processes affected the overall operational environment in 2018. The issuance of the 'Allowed to Work' (ATW) permits for NGO partners remained a lengthy and inconsistent process leading to unpredictable results, despite UNHCR's continued dialogue with the Chief Commissioner for Afghan Refugees towards more streamlined procedures to ensure a more efficient implementation of UNHCR-funded projects. This led to disruption and delays in the provision of education activities in KP, where UNHCR only concluded the partnership agreement with its education partner in July 2018 due to compliance issues. Delays were observed in

the rehabilitation of 15 schools as UNHCR's construction partner did not get a No Objection Certificate from the Government of KP, resulting in UNHCR stepping in to finalise the rehabilitation directly.

Efforts to mainstream refugees into public schools continued to be challenging due to the lack of available data related to Afghan children attending public schools, despite advocacy efforts to ensure data collection through the NEMIS.

The introduction of the Pakistani curriculum in KP has been challenging, as it poses content and language issues for Afghan refugee children and Afghan refugee teachers

employed in RV schools. Coordinating the transition with the provincial education authorities is a lengthy process that requires sufficient and reliable funding and capacity on the part of the host government, as well as UNHCR and its partners. UNHCR intends to provide Urdu and English orientation lessons to all primary school refugee children to facilitate their enrolment in Pakistani public schools and help them follow the Pakistani curriculum. Additional textbooks and teaching material will need to be procured in 2019.

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
Objective 1: Expand access to education			
Construction and rehabilitation of schools and of one boundary wall	Khyber Pakhtunkhwa (KP)	35 schools	15 schools
Construction of latrines for refugee schools	Punjab	11 latrines	Activity completed
Construction and renovation of school physical conditions in order to make the learning environment safe and accessible	Balochistan	10 schools	Activity completed
Provision of uniforms and textbooks	KP	383,000 textbooks 108,000 uniforms	10,000 uniforms and 10,000 school bags distributed 12,000 lap desks procured
Sanitary supplies for girls Provision of textbooks, uniforms, school bags Provision of furniture (chair/desk) for students and sports materials provided to schools	Punjab	Sanitary supplies for girls in 5 schools 15 RV schools equipped with sports equipment annually Provision of 1,800 school supplies (bags), 1,337 textbooks, 1,600 uniforms	Activity completed
Sanitary supplies for girls in schools, stationary items, school bags for students in Public schools UC4 & UC5, furniture (chair/desk) for students in public schools and refugee schools in UC4 & UC5, sports items for refugee and public schools in UC4 & 5	Sindh	Sanitary supplies for girls provided in 6 schools; school bags provided to 400 students; 1,400 uniforms provided to students 1,550 student chairs and desks and 30 teacher desks 4 schools provided with sports items	Activity completed

Life of project activities	Location	Life of project targets	Actual 2018
Objective 2: Improve the quality of teaching and learning			
Payment of incentives to teachers	KP	700 teachers annually	678 teachers
Classroom supplies and notebooks provided to girls		3,129 girls provided with supplies	Activity completed
SMCs will receive basic support to increase enrolment of out of school girls		99 SMC supported annually 4,000 girls enrolled	99 SMCs supported 2,450 girls enrolled
Incentives for female teachers in Refugee Villages	Punjab	50 teachers annually	50 teachers
Distribution of health and hygiene kits to female students of grades 6-8 and distribution of school uniforms to children of selected grades, including provision of hearing and vision kits for disabled children	Balochistan	14,060 uniforms 40 hearing/vision kits	Activity completed
Provision of attendance based incentives to all the students of grade 6-8		9,446 incentives	3,000 incentives
Number of home-based girls' schools (HBGS) and satellite classes maintained and female teachers stipends paid to reduce access barriers for girls' education		15 HBGS & 48 satellite classes annually 135 female teacher stipends annually	20 HBGS & 43 satellite classes 135 female teacher stipends
Provision of recreational activity materials to ECE classes		13 ECE centres constructed/maintained	Activity completed
Teacher stipends distributed to male teachers and watchmen		Teacher stipends distributed to 388 male teachers and 45 watchmen annually	388 teachers 45 watchmen
In-service and pre-service teachers capacity building training conducted		539 teachers trained	Activity completed
Provision of scholarships for 2 years course leading to recognized teaching certification (2 cohorts of trainees: 2016-2017 and 2017-2018)	KP	285 students	161 students
Training/capacity building of RV teachers on an annual basis (including 50 teachers in Punjab trained from 2016 to 2018)	Punjab Balochistan Sindh	583 teachers	43 teachers
Objective 4: Promote awareness and advocacy on the importance of education for refugee children			
Community sensitization campaigns conducted	Punjab	12 campaigns	2 campaigns
Community sensitization campaigns conducted	Sindh	6 campaigns	Activity completed
School enrolment campaigns conducted in all the Refugee Villages School Management Committee (SMC) refresher training conducted	Balochistan	163 campaigns conducted in RV 138 SMCs trained 18,664 students receiving uniforms	10 campaigns 6 SMCs trained
Objective 5: Improve data collection, management and analysis to promote learning and better programming			
Maintenance of education management information system (EMIS)	KP	1 system annually	Activity completed

## Teaching valuable lessons, at school and beyond

What do you want to be when you grow up? It's a question we ask children all the time. And the answer we get is everything from superheroes to ballerinas to scientists to teachers. We all have our hopes and dreams for the future. But the path to following dreams can be challenging. Just ask Zakia.

"Being a girl, it was really difficult," she says. "In the neighbourhood, there were people who were harassing girls who were going to school. So, every time I had to go to school, a male had to go with me. Otherwise it was not safe for me to go."

Zakia and her family are originally from Afghanistan. They're part of nearly 1.4 million registered Afghan refugees living in Pakistan because of war.

She is the eldest of five siblings. Her father was the only one who worked to support their family. But Zakia knew his income as a nurse wasn't enough. So, despite his wishes, she decided to do something about it.

"I spoke to my father, and he told me that he did not want me to go to work," she says. "But one day, when I looked at my siblings and at the situation in our home, I went to a school in the neighbourhood. I didn't tell my father."

Zakia was offered a chance to teach courses at the school, even though she didn't have a high school diploma. When her father found out, he was upset at first, but it didn't take her long to convince him she was doing the right thing.

"I went and I hugged him, and I told him, 'I want to help you.'"

*"Giving knowledge to students is the best part of teaching."*

## Training to become a teacher

It was at the school that Zakia learned about a scholarship to take teacher's training and become a certified teacher. The scholarship, offered through a program provided by UNHCR and EAC, is helping young adults like Zakia get the education they need to teach others and fulfil their dreams.

Last year, 119 refugees in Pakistan were given scholarships to become certified teachers.

"When I found out that I got the scholarship," she says. "I was really grateful." Zakia is now the head teacher at her school. And, with her salary, she helps her siblings get an education.

"Whatever I earn from my income, I am supporting my brothers and sisters to go to school. Because of a lack of funds, my brothers dropped out of school for three years, but now they have started again."

As for her father? "The relationship between us has improved since I began teaching. He loves me and is supportive of me, and he understands me now," she says with a smile. "He is happy and proud."



See video

[youtu.be/Yvq73pBkJ28](https://youtu.be/Yvq73pBkJ28)



Next page: Zakia is the head teacher at a school in Peshawar, Pakistan. She received her teaching certification through a scholarship provided by UNHCR and Educate A Child (EAC), which is helping young adults like Zakia get the education they need to teach others.



# Rwanda

OOSC Enrolment Target—Life of project **6,748**

OOSC Enrolment—Total to date **6,748**

OOSC Enrolment—Reporting period **2,041**

## OVERALL CONTEXT

Rwanda is home to over 155,000 refugees and asylum-seekers, mainly from Burundi and the Democratic Republic of the Congo (DRC). The Government of Rwanda (GoR) has maintained open borders and refugees have been allowed to settle in urban areas such as Kigali and Huye, with over 12,000 registered refugees living and working outside camps. The other 145,000 refugees are living in six refugee camps located across the country, five of them (Gihembe, Kigeme, Kiziba, Mugombwa and Nyabiheke) accommodating refugees from DRC, while the most recent one (Mahama) was opened in 2015 to cope with the influx of refugees from Burundi.

The EAC programme is supporting primary education in the six refugee camps, where children (0-17 years) represent 51 per cent of the population. In 2018, a total of 29,115 children were enrolled in primary education, with a net enrolment rate estimated at 89 per cent, against 134 per cent gross enrolment. 25 per cent of primary and secondary school-aged children were estimated to be out of school.

In 2018, UNHCR worked with the Adventist Development and Relief Agency (ADRA) and World Vision, and in close cooperation with the Rwandan Ministry of Education (MoE), the Rwanda Education Board (REB) and district authorities hosting refugee camps, in order to facilitate access to education for refugee children, enhance the quality of education, and ensure the inclusion of refugee children in the national education system.

## IMPACT

In 2018, activities implemented under the EAC programme facilitated a total of 2,041 new enrolments in primary education, and supported primary education for the 29,115 primary-school refugee students in all six refugee camps. School infrastructure was expanded and improved. The construction of the 16 classrooms that had started in 2017 in Mahama and Kiziba camps was finalised, while the procurement process for the construction of 16 classrooms and 2 blocks of latrines was completed in GS Kageyo, accommodating refugee children from Gihembe camp. 368 desks were supplied in Mahama and Kiziba camps, while 368 additional desks were under procurement in GS Kageyo. Through World Vision and ADRA, school feeding and scholastic materials were provided to all primary-school refugee students.

Capacity-building of refugee teachers has remained a key area of focus in 2018. A total of 124 primary refugee teachers had been enrolled in June 2017 in a one-year in-service training at Teacher Training Colleges to obtain the national teaching qualification. Out of the 92 teachers who sat the final examination in 2018, 75 teachers successfully obtained the national qualification, which is considered a major achievement. Refugee teachers who successfully pass trainings in English and teaching methodologies teach side by side with national teachers and receive the same salary scale.

As in 2017, major achievements were observed in the field of Special Needs Education (SNE) in 2018. A total number



*Time for class for the students of Paysannat L school in Mahama refugee camp, Kirehe, eastern Rwanda. New classrooms were built to welcome refugees fleeing Burundi since 2015. Around 20,000 children, from both refugee and host communities, attend the school.*

of 52 students with severe visual and mental disabilities, out of whom 24 were newly identified in 2018, were supported in specialised national schools countrywide. In addition, 167 students with moderate speech, hearing or physical impairment were inclusively enrolled in mainstream schools, where they received special assistance. This contributed to significantly enhance access to education for refugee children with disabilities, one of the most vulnerable groups among the refugee population.

Different activities were carried out in camps to ensure that all refugee children were enrolled in school. Two awareness-raising sessions were conducted in each camp on the importance of education, with a special focus on girls' education, and engaged community and religious leaders, partners, parents and children. Through these sessions, community members became more aware of the crucial role of education, not only in the transmission of knowledge and skills, but also in the mitigation of major protection risks.

In order to facilitate the inclusion of refugee children into the national education system, regular consultation and advocacy were conducted with the MoE, the REB and district authorities hosting refugee camps. Through the support of the EAC programme, the number of refugee students included in national primary schools increased from 22,820 to 24,816 in 2018. Less than 15 per cent of primary-school

refugee children, currently studying in camp-based schools in Kiziba and Gihembe, were still waiting to be fully included in the national education system.

## CHALLENGES AND LESSONS LEARNED

Some factors impacted activities implemented under the EAC programme in 2018, as significant cost increases impacted some aspects of the programme. Due to pervasive land availability constraints, the GoR mandated double-storey construction of classrooms, instead of the single-storey structures that were built in the past, thus leading to classroom construction being much more expensive than planned. As a result, annual targets could not be met in the area of construction: 16 classrooms were under construction instead of the 28 initially planned for 2018, two blocks of latrines were constructed instead of five, and no fence construction could take place.

Secondly, while the GoR was expected to increase its support to a total of 187 teachers in 2018, this did not take place as planned, and UNHCR had to continue paying for the salaries and providing teaching materials to a total of 330 teachers (instead of the 200 planned for 2018), which led to increased costs. Last but not least, UNHCR's commitment to provide school feeding and scholastic materials to the 29,115 primary-school students, and not only the 11,441 students initially targeted, also resulted in higher

costs. Because of the additional costs related to teachers' incentives, teaching material kits, school feeding and scholastic materials, some activities could not be carried out as planned (provision of teaching materials to schools and an OOSC assessment), while some annual targets could not be met for other activities (such as the provision of desks).

Additionally, two capacity-building activities did not take place due to specific reasons. Regarding the training of Parent Teacher Association (PTA) members, although the annual target 2017 had not been met, no additional activities could be planned in 2018 either, as the two committees had not yet been established. An additional training is planned for 2019, once the committees are established. Furthermore, the training on the Refugee Education Management Information System (REMIS) that was planned for 2018 was postponed to 2019, as the Rwanda operation is looking at the applicability of REMIS to its situation.

While quality education remains the main objective that UNHCR is seeking to achieve in the coming year, along with its partners and in close cooperation with the GoR, major obstacles remain on the road towards comprehensive quality education and the effective inclusion of refugee students into the national education system. Insufficient infrastructure, poor conditions of classrooms and Water, Sanitation and Hygiene (WASH) facilities, as well as a lack of laboratories, libraries, computer labs and safe spaces for girls, are among the main challenges that need to be addressed. It should also be highlighted that, as part of its efforts to improve the quality of education, the GoR has recently decided to move from a double-shift to a single-shift system at primary school level, which will have major implications for future education interventions, as additional classrooms, materials, as well as human and financial resources will be required.

Further challenges are also faced in the urban settings, where children are at serious risk of dropping out of school, due to a lack of financial assistance, especially for the provision of scholastic materials and uniforms.

Throughout 2018, it became increasingly clear that the full inclusion of refugee children in the national education system requires joint efforts among all actors and stakeholders, including UN agencies, NGO partners, national institutes and governmental entities. Enhanced advocacy work and strengthened coordination mechanisms will therefore be key areas of focus for 2019 and beyond.



*Students from Paysannat L school walk to class, just after sunrise in Mahama refugee camp in Kirehe, eastern Rwanda. The school is one of the largest in the world with around 20,000 students.*

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
Objective 1: Expand access to education			
Provision of desks, chairs and blackboards	Mahama, Kigeme (Kiziba planned to be included in 2018 )	2,471 desks 84 blackboards 42 tables and chairs	368 desks supplied 368 additional desks under procurement (to be supplied in 2019)
Construct Child Friendly School classrooms to increase accessibility of refugee in Government-run schools	Paysannat L (Mahama camp), G S Gasaka (Kigeme camp), Nyabiheke and Umubano Primary school (Kiziba camp)	89 classrooms	16 classrooms constructed (from 2017) 16 classrooms under construction
Construct or rehabilitate blocks of latrines and hand-washing facilities	Kigeme, Mugombwa and Nyabiheke	18 blocks of latrines and 30 hand washing facilities	2 block of latrines under construction
Construct or rehabilitate fencing around schools and drainages	Kigeme, Nyabiheke and Mahama	7 fences around perimeter of 7 schools	0
Rehabilitate and construct classrooms in various locations	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	42 classrooms	Activity completed
Construct integrated sport/recreation facilities	Kigeme, Nyabiheke	2 facilities	Activity completed
Provision of school feeding (procure firewood and ingredients)	Kigeme, Mugombwa, Nyabiheke, Gihembe, Kiziba, and Mahama	11,441 children are provided with school feeding in 6 schools annually	29,115 children in 6 schools
Objective 2: Improve the quality of teaching and learning			
Provision of school uniforms and materials (exercise books, pens, pencils) to out of school students, newly arrived students and students enrolled since 2012	Kigeme, Mugombwa, Nyabiheke, Gihembe, Kiziba, and Mahama	11,441 students annually	29,115 students
Provision of teaching materials		7 primary schools annually	0
Provision of scholarships to children with specific needs		186 scholarships 88 children enrolled	52 children enrolled in specialised schools 167 students supported in inclusive schools
Provision of textbooks, teaching-learning materials (exercise books, pens, pencils and teaching guides) to teachers		973 teaching kits provided to 387 teachers	330 teaching material kits
Provision of refugee educational personnel incentives		Payment of incentives to 387 educational personnel annually	330 teachers
Teacher training for teachers and headmasters to ensure education quality and inclusiveness as well as provision of supplies		291 teachers and headmasters trained annually	124 teachers

Life of project activities	Location	Life of project targets	Actual 2018
Objective 4: Promote awareness and advocacy on the importance of education for refugee children			
Build the capacity of PTA members and promote their participation in school management through trainings	Kigeme, Mugombwa, Nyabiheke, Gihembe, Kiziba, and Mahama	90 PTA members trained	0
Conduct awareness-raising sessions on OOSC and education for community leaders, religious leaders and parents		2 awareness-raising sessions per year per camp	2 awareness-raising sessions per camp
Objective 5: Improve data collection, management and analysis to promote learning and better programming			
Conduct trainings on data management	Kigeme, Mugombwa, Nyabiheke, Gihembe, Kiziba, and Mahama	7 data management assistants trained annually	0
Recruit and provide salary for Data Management Assistant		7 data manager assistants recruited and paid salaries	7 data management assistants
Conduct OOSC Assessment	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	OOSC assessments conducted in 6 refugee camps	0
Establish computer laboratories in 2 primary schools	Mugombwa and Nyabiheke	2 computer laboratories in 2 schools	Activity completed
Provide maintenance services to Community Technology Access (CTAs) infrastructures	Kiziba, Mugombwa and Nyabiheke	Continuous maintenance of CTAs in 3 camps	40 computers

# South Sudan

OOSC Enrolment Target—Life of project **34,957**

OOSC Enrolment—Total to date **35,663**

OOSC Enrolment—Reporting period **12,243**

## OVERALL CONTEXT

Despite the considerable efforts made by the Transitional Government of National Unity, the operational environment in South Sudan remained volatile in 2018, with pockets of insecurity and violence persisting in some parts of the country, exacerbated by rising inflation and economic hardship. However, the recently signed revitalised peace agreement between the Government and opposition forces is gradually being implemented, and is likely to create opportunities for solutions for internally displaced persons, as well as the return of refugees from neighbouring countries.

In 2018, the refugee population in South Sudan increased by three per cent in 2018 to a total of 291,824 individuals (67,587 households). The Sudanese refugee population remained the largest, with 269,924 individuals (93 per cent), followed by populations from DRC, Ethiopia and the Central African Republic. Refugees were spread over 21 locations, consisting of nine camps and 12 settlements. 90 per cent were hosted in Upper Nile and Unity States.

Political instability, lack of capacity of local government institutions and continuous change of key government officials created a leadership vacuum in Upper Nile and Unity States, which led to a violent attack over allegations of discrimination in employment and taxation that was carried out on UNHCR and humanitarian agencies' compounds, offices, vehicles and other assets on 23 July 2018 in Maban. This resulted in the temporary suspension of services and led to an aggravated humanitarian crisis which affected school attendance.

2018 saw the operationalisation of Maban and Jamjang's Strategic Roadmap 2017-2020, aiming at strengthening refugees' self-sufficiency by diversifying their livelihood opportunities and skills, while improving host community access to basic services. UNHCR continued to work with the Lutheran World Federation (LWF) as the main education partner, in line with efforts to streamline education interventions. A new partner, the Jesuit Refugee Service (JRS), implemented the teacher training component, while the upgrading of classrooms was carried out by the Danish Refugee Council.

## IMPACT

In 2018, activities implemented under the EAC programme directly contributed to a total of 12,243 new enrolments in primary education and the Acceleration Education Programme (AEP), thus exceeding the annual target of 11,537 enrolments. The improvement and expansion of school infrastructure was one of the key factors that facilitated enrolment. Eight semi-permanent learning spaces were upgraded and refurbished, and 15 additional classrooms constructed, which not only increased access, but also enhanced the safety of learning environments for refugee children.

New enrolments were also attributed to the five community awareness-raising campaigns that were conducted on the importance of education, as well as to the recruitment and training of teachers, which resulted in an increase in the percentage of teachers with a certified qualification, from seven per cent in 2018 to nine percent in 2018, and

contributed to enhance the quality of education for refugee children. The importance of the in-service training, organised for 60 teachers, as well as the key role played by the 15 qualified mentor teachers, who continued to build teacher capacity on pedagogic practices, cannot be overemphasised in this regard. In addition, the distribution of 3,500 learner kits and 20,000 textbooks also helped improve the quality of teaching and learning.

Community engagement was supported through eight training sessions that were organised for community-based structures, including Parent Teacher Associations (PTAs) and School Management Committees (SMCs), to enhance their capacities to fully participate in education-related issues. PTAs were also sensitised to address the specific challenges linked to girls' education, and were encouraged to follow up on girls' school dropouts.

Teachers' capacity on education data management was enhanced. One harmonised education database was updated and maintained by the education partners (LWF and JRS). Enrolment data was synchronised with UNHCR's ProGres database, thus allowing proper follow up on out of school children. Capacity building of UNHCR, MoE and partners' staff on the Refugee Education Management Information System (REMIS) led to improved education data collection analysis and reporting on refugees. Refugee data was incorporated into the 2018 National Education Census, which is an important step towards the inclusion of refugee children in national education sector planning.

The National Ministry of General Education and Instruction (MoGEI) conducted an assessment on the implementation of education activities, including the teacher training component, with the objective to generate baseline information



A refugee boy outside a class at Godo Primary School during break. This is the only primary school in Gorom settlement, which is attended by both refugees and students from the South Sudanese host community.

in order to develop strategies for effective inclusion and alignment between refugee education and the new South Sudanese education curriculum. UNHCR provided the County Education office in Maban with a vehicle, which enhanced their mobility and supported the organisation of the end of primary national examinations, as well as their joint monitoring exercise in host and refugee schools. The joint education task force continued to support the organisation of standardised examinations across all the schools in Maban camps.

### CHALLENGES AND LESSONS LEARNED

All activities planned under the EAC programme in 2018 were implemented, and, due to increased needs on the ground, some targets could be exceeded. The increased number of new arrivals in the camps and the awareness-raising campaigns organised to encourage parents to send their children to school, resulted in 3,962 new enrolments of over-aged learners in the AEP, which is almost twice as many as had been anticipated for 2018. Similarly, 1,293 students were admitted for the National Certificate Examination, which is more than twice the initial target.

Only two activities saw their annual targets unmet in 2018. While logistical challenges affected the provision of school desks during the first half of the year, the grave security incident in Maban resulted in further delays during the second half of the year; as a consequence, only 20 per cent of the desks (1,057 out of the planned 5,208) could be delivered by the end of 2018, while the remaining pieces of furniture will be delivered in 2019. In the area of teacher training, only 90 teachers out of the 128 teachers trained on ICT skills finished the training by the end of 2018, as training was still ongoing for 38 teachers who will graduate in 2019.

Major challenges affected the overall implementation of education activities. Inadequate scholastic materials, congested facilities, infrastructure that did not meet INEE standards, as well as the lack of qualified staff, especially female teachers, were some of the prevailing challenges. Expanding additional facilities (classrooms, latrines, etc.), increasing the number of scholastic learning materials (books, pens, etc.), recruiting and training additional teachers, implementing strategies to attract more female teachers, will be some of the ways to address these challenges in the future.

Access to inclusive education also remained a key challenge in 2018, as the barriers associated with the inclusion of children with special needs still remained unaddressed. These barriers included a lack of specialised teachers, a lack of assistive devices, as well as the absence of community support systems and the prevalence of negative perceptions. Efforts have to be made in the future to reduce these barriers, and facilitate access to quality education for refugee children with special needs.

Despite encouraging improvements in school enrolment across camps in 2018, 47 per cent of school-aged refugee children were still out of school, while average attendance fluctuated between 45 and 71 per cent. The reasons for children not being in school include socio-cultural factors (early and forced marriage, pregnancy, lack of parental awareness of the importance of education, etc.), as well as economic factors (household poverty, food insecurity) leading to situations in which the need to contribute to the household's income outweighs the perceived importance of education, and school-related factors (absence of school feeding, lack of school uniforms and sanitary kits, etc.). The out of school survey that was planned in Maban could not take place in 2018, due to the delays occasioned by the security incident against UNHCR and humanitarian agencies, and is now expected to be carried out in 2019.

While school dropouts had been recorded mainly among female students in previous years, especially at upper primary levels and in the AEP, a new trend seemed to emerge in Maban, where boys were more likely to drop out of school than girls, as many boys left school to work on the markets or the fields in order to contribute to their family's income. Thanks to the work carried out by UNHCR and its partners with community-based structures, the majority of the boys who had dropped out went back to school. Absenteeism and dropouts, which increased as a result of the enhanced humanitarian crisis that followed the security incident in Maban, affected the overall participation and performance in the end of primary national examinations, as only 48 per cent of registered candidates passed the exam, which marked a significant drop from the 73 per cent reported in 2017.

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
<b>Objective 1: Expand access to education</b>			
Construct semi-permanent classrooms accessible to children with disabilities	Maban, Jamjang	113 classrooms	15 classrooms
Maintain, improve and repair temporary learning space structures		61 semi-permanent learning spaces, 30 blackboards, 30 pieces of furniture for teachers	8 classrooms
Continue to implement accelerated learning program (ALP) to address over-aged learners in primary schools		10,466 students	3,962 students
Procure and deliver students' desks		8,473 desks	1,057 desks
<b>Objective 2: Improve the quality of teaching and learning</b>			
Employ teachers and education supportive staffs	Maban, Jamjang	551 teachers, 260 education supportive staffs	315 teachers
Recruitment and payment of female teachers		15 teachers annually	15 teachers
Procure and distribute learners kits		26,858 learner kits	3,500 learner kits
Organize continuous in-service training leading to recognized national certification and continuous professional development courses		295 teachers trained annually	60 teachers
Procure and distribute textbooks and reference books/ materials by grade level and relevant curriculum		28,889 textbooks	20,000 textbooks
<b>Objective 4: Promote awareness and advocacy on the importance of education for refugee children</b>			
Conduct sensitization and awareness raising campaigns on the importance of education	Maban, Jamjang	25 campaigns	5 campaigns
Implement and monitor strategies for improving girls' access and retention		6 different activities annually	6 activities
<b>Objective 5: Improve data collection, management and analysis to promote learning and better programming</b>			
Conduct quarterly (early-grade) learning assessment in collaboration with MoE	Maban, Jamjang	18 meetings, 1 assessment	9 meetings
Admit P8 students for the National Certificate Examination		1,930 students	1,293 students
Recruit and pay data management clerks (one per camp)	Maban	3 clerks recruited and paid annually	4 clerks
Develop and maintain education data management database and train data entry clerks and other education staff		1 database developed and maintained 22 officers trained annually	1 data base 22 officers
<b>Objective 7: Emphasise community participation in education</b>			
Conduct trainings for Students Councils, PTAs/School Management Committee	Maban, Jamjang	20 trainings conducted	8 trainings
<b>Objective 8: Promote innovation in education programming and interventions</b>			
Introduce ICT in centres and provide training for teachers' development	Jamjang	2 centres equipped 128 teachers trained annually	90 teachers
Connectivity, maintenance and repairs for ICT centres		2 ICT centres	2 ICT centres
Procure computers, equipment and accessories for Jamjang and Maban	Maban, Jamjang	48 pieces of equipment	20 pieces

# Sudan

OOSC Enrolment Target—Life of project **48,590**



OOSC Enrolment—Total to date **63,369**



OOSC Enrolment—Reporting period **21,837**



## OVERALL CONTEXT

Sudan hosts more than 1.1 million refugees and asylum seekers, including over 850,000 refugees from South Sudan, over 120,000 from Eritrea and 93,500 from Syria, as well as refugees from Ethiopia, Chad, the Central African Republic (CAR) and Yemen. Despite some positive developments in the country during the past several years, recovery from decades of conflict remains challenging, with the situation being further aggravated by the economic crisis that started in 2016. Major protests have been taking place across the country since December 2018 to demand President Omar al-Bashir's resignation.

By the end of 2018, the total number of primary school-age refugee children in Sudan was estimated at 224,256. The number of school-age children increased throughout the year, especially in refugee camps in White Nile and East Sudan. School dropouts were noted across the country, with significantly high dropout rates in El Nimir camp in East Darfur.

In line with the Djibouti Declaration on Regional Refugee Education, Sudan's Education Sector Strategic Plan (ESSP) 2019-2023, which was finalised and endorsed in 2018, includes refugee education for the first time. The federal Ministry of Education (MoE) also set up a National Committee on Refugee Education to develop a sub-strategy to support refugee children in Sudan. Furthermore, the Education Management Information System (EMIS) included for the first time a refugee questionnaire to collect data on refugee children, which will be available in 2019. These are all important steps

towards the inclusion of refugee children into the national education system.

## IMPACT

Education activities implemented under the EAC programme in 2018 directly contributed to a total of 21,837 new enrolments of out of school children, thus exceeding the annual target of 7,058 by over two hundred per cent. In Kario and El Nimir camps in East Darfur, student enrolment increased from 3,490 in 2017 to 5,727 in 2018. In White Nile, enrolment rose from 25,000 in 2017 to 30,218 in 2018. In East Sudan, enrolment of refugee children increased by three per cent between 2017 and 2018.

Activities that facilitated enrolment included the provision of 2,066 school grants to children from vulnerable households, and the distribution of stationery and learning materials covering the needs of 12,984 children, which contributed to decrease the cost of education for families. The EAC programme also supported Accelerated Education Programmes (AEPs) that were attended by a total of 3,062 students and involved 40 teachers, the organisation of six community mobilisation sessions, focusing on topics such as girls' education and access to education for children with special needs and minority groups, as well as the implementation of four Income Generating Activities (IGAs) through Parent Teacher Associations (PTAs), helping schools meet recurrent administrative costs.

Construction activities were undertaken in White Nile and East Darfur, with a total of 56 classrooms being constructed



*Refugee girls from South Sudan wait at the school compound in Al-Nimir camp in Sudan, for lessons to begin.*

(with completion rates between 85 and 90 per cent as of December 2018<sup>7</sup>), which will help decongest overcrowded classrooms and expand learning facilities in areas that have witnessed significant numbers of new arrivals. Additional activities were undertaken to improve school infrastructure, such as the construction of additional teachers' offices and latrines.

The quality of teaching and learning continued to be one of the main objectives in 2018. A total of 454 teachers, head teachers and headmasters were supported with incentives in White Nile, Kordofan and Darfur. Complementary to the EAC programme, teacher trainings were conducted on various topics, including Accelerated Education (AE), and psychosocial support was also provided, resulting in enhanced teacher capacity and improved learning outcomes, as well as notable progress in classroom management. Under the EAC programme, 6,560 uniforms were distributed in White

Nile, and a total of 7,035 textbooks and exercise books provided in Kordofan and Darfur, thus contributing to improve the quality of education for thousands of refugee children.

Establishment and capacity-building of PTAs were a key way to support community engagement in education interventions. Community-based approaches often helped in finding innovative solutions in critical situations. For example, in West Nile and East Darfur, dialogue with the host community resulted in unused classrooms being made available for refugee students. In West Nile, flexibility in the school calendar allowed for schools to be opened two months before the official opening date in order to compensate for the time lost during the rainy season.

Across the states, efforts were made to strengthen partnerships with the state MoEs in order to support the inclusion of refugee children into the national education system.

<sup>7</sup> As of the time of writing this report, the classroom construction has been fully completed

Coordination mechanisms were established, and regular meetings were held. Advocacy and coordination with UNICEF and the MoEs resulted in concrete results, for example in South Kordofan, where learning materials for refugee students were provided in the Dar Batti locality, as well as in Khartoum, where UNICEF embarked on the construction of five schools for South Sudanese refugees. At country level, UNHCR is a member of the high-level National Committee on Refugee Education, chaired by the MoE.

### CHALLENGES AND LESSONS LEARNED

Challenges were met in the implementation of the EAC programme in Sudan in 2018. High inflation rates resulted in increased unit prices that affected a number of activities. For example, in White Nile, 6,560 school uniforms were distributed, which is only slightly above 50 per cent of the annual target (12,589 uniforms). Similarly, in East Sudan, only 2,066 children out of the 2,226 initially targeted could benefit from the provision of cash grants covering the purchase of school uniforms and school bags. Increased unit prices also affected the provision of textbooks, exercise books and uniforms in Kordofan and Darfur. In these regions, inter-agency cooperation helped mitigating the impact of the inflation as UNICEF took over the distribution of uniforms, which was initially planned under the EAC programme.

New influxes of refugees affected construction activities, with UNHCR having to prioritise certain activities over others in order to be able to meet increased needs. In White Nile, the construction of classrooms, latrines and offices was prioritised over the construction of fences, in order to cope with the educational needs of 5,791 new arrivals in 2018, thus leading to the construction of four additional classrooms, five additional offices and four latrine blocks, while the number of fences was reduced from four to one. Similarly, in Darfur, which witnessed 9,353 new arrivals, the urgent need for additional learning spaces led UNHCR to prioritise construction work over the planned rehabilitation work; as a consequence, 16 classrooms, two offices and five latrines were constructed in two schools in El Nimir camp.

Overall, operational challenges impacted education programming. As a result of the economic crisis that hit Sudan in 2018, partners and schools faced serious cash flow issues, which led to significant delays in the implementation of some activities, such as the payment of refugee teacher incentives, with UNHCR frequently having to negotiate with banks in order to be able to provide

support. The economic crisis made refugees even more vulnerable, as the assistance provided was insufficient to meet all the needs. Linked to this, many refugee teachers were dissatisfied with the incentives they received and, for example, in Kario camp in East Darfur, teachers went on strike for two weeks, hindering the provision of educational services.

Of concern, was an out-of-school study conducted by UNHCR in East Sudan, which revealed that the average dropout rate at primary school level in refugee camps was 63 per cent. Highest dropout rates were found at upper primary levels. While the rate was almost identical (63.55 per cent) in host community schools, this is obviously an area which needs ongoing intervention. Reasons for dropouts included mainly socio-economic factors, such as poverty, child labor, early marriage, as well as illiteracy among refugee parents, and lack of awareness of the importance of education. Low absorption capacity of schools and poor quality of school infrastructure were also among the identified causes.

Many South Sudanese refugees are scattered within host communities across Sudan, with some communities frequently moving from one place to another to look for work opportunities, thus making them very difficult to reach. Working through community leaders proved very instrumental in reaching and enrolling children from these families, and implementation of tailored educational interventions was important in meeting their needs.

With secondary education being poorly funded, transition rates between primary and secondary education remain very low across the country, which is a discouraging factor for children to stay in school. Continuous advocacy is ongoing at federal and state levels to increase education funding, in order to support educational pathways for refugee children.

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
Objective 1: Expand access to education			
Construction of 1 new girl's school for Shagarab	Kassala	1 school	Activity completed
Construct and improve 5 WATSAN Systems In the camps schools in Wad Sharifi , Shagarab , Kilo 26 , Abuda		5 systems improved	Activity completed
Provision of school furniture for the new school (8 classrooms) in Shagarab		1 school 16 classrooms 3 offices	Activity completed
Rehabilitation of 2 schools in Kilo-26 including construction of a latrine unit and rehabilitation of 4 teacher houses		2 schools 2 latrine units 4 teacher houses	Activity completed
Rehabilitation of 1 school including 4 teacher houses in Abuda camp		1 school 4 houses	Activity completed
Construction of new classrooms/ teachers offices & school fence in the host community in White Nile (South Sudanese Refugee) /and in the Camps	White Nile	80 classrooms 11 teacher offices 16 latrine blocks 8 school fence	Ongoing construction of 40 classrooms 9 teachers' offices 4 latrine blocks 1 school fence  (90% completion rate as of December 2018)
Rehabilitation of classrooms including construction of a latrine unit and rehabilitation of teacher offices		6 classrooms	Activity completed
Construction of latrine and improve water and sanitation systems		9 latrine blocks 15 handwashing facilities	Activity completed
Rehabilitation and maintenance of schools in Kario camp and construction of child friendly spaces (1 in Alnimer &1 in Kario)	Darfur	2 schools	Ongoing construction of 16 classrooms (2 schools) 2 offices 5 latrines  (85% completion rate as of December 2018)
Improvement of existing water facilities		2 schools	Activity completed
Assessment and analysis of out of school children and refugees attending national schools	Khartoum White Nile	1 learning assessment conducted	Activity completed
Provision of teacher office furniture	White Nile	14 sets 1 set consists of 2 cabinets, 2 desks, 6 chairs	Activity completed
Provision of school furniture	Darfur	16 chairs, 160 desks, 160 benches, 30 desks for teachers, 6 cupboards	Activity completed
Rehabilitation of classrooms	Khartoum	6 classrooms renovated 3 offices renovated 6 schools rehabilitated 130 sets desks/chairs	Activity completed
School Grants refugee children to primary School		2,060 allowances/fees provided	Activity completed
School grants for children in poor/ vulnerable households	Kassala	4,166 students	2,066 students (1,076 females and 990 males)
School fees for vulnerable children	Khartoum	612 students	Activity completed

Life of project activities	Location	Life of project targets	Actual 2018
School and exam fees for vulnerable children (South Sudanese Refugee)	White Nile	534 students	Activity completed
School and exam fees for vulnerable children (South Sudanese Refugee)	South Kordofan	115 students	Activity completed
Exam fees provided for vulnerable children	Kassala	882 children	Activity completed
Education fees & common examination fees for students	Darfur	127 children	Activity completed
Accelerated Learning Programme (ALP) organized (teachers identified, community mobilized, students' levels assessed, locations identified, supplies provided, flexible timetable)	Kassala	60 classes	25 classes 3,062 students (1,453 females and 1,609 males) 40 teachers
<b>Objective 2: Improve the quality of teaching and learning</b>			
Teachers & headmaster incentives in White Nile	White Nile	125 teachers, headmasters	112 teachers 13 headmasters
Teachers & headmaster incentives	Darfur	114 teachers 6 headmasters	198 teachers 13 headmasters
Teachers incentives	Kordofans	99 teachers	101 teachers 3 head teachers
Stationery/learning materials (i.e. school kits) and school uniforms for vulnerable children	Kassala	22 schools annually	24 schools 12,984 students (6,494 females and 6,490 males)
Provision of uniforms, text and exercise books	Kordofans	4,772 uniforms 3,320 textbooks and exercise books	SK: 325 textbooks and 1,440 exercise books WK: 1,320 textbooks
Provision of uniforms	White Nile	30,089 uniforms	6,560 uniforms
Students provided with books and stationery/learning materials (i.e. school kits) school supplies & furniture	Khartoum	5,880 students annually	Activity completed
Provision of uniforms, text and exercise books	Darfur	10,080 uniforms 2,450 textbooks	2,450 textbooks 500 sets of Arabic and Mathematic textbooks (=1,500 textbooks)
Recruitment and payment of new teachers and headmasters in Shagarab	Kassala	14 teachers, headmasters annually	14 teachers, headmasters
Subsidy for the teacher's, head's and deputy head's masters incentives ensuring the free and equal access of the children at heightened risk to primary education		230 teachers, head masters and deputy head	Activity completed
Train teachers and/or directors in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, child friendly schools, code of conduct and inclusive education		400 teachers	Activity completed
Teachers and/or directors training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, and inclusive education	Khartoum	70 teachers	Activity completed

Life of project activities	Location	Life of project targets	Actual 2018
Train teachers and/or directors in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, child friendly schools, code of conduct and inclusive education including ToT training on psychosocial support	White Nile	321 teachers	Activity completed
Teachers trained in MoE curriculum teaching methods and provision of psychological support	Khartoum	76 teachers	Activity completed
Establish students' committees in camps	Kassala	22 committees	Activity completed
<b>Objective 4: Promote awareness and advocacy on the importance of education for refugee children</b>			
Awareness campaigns to increase the enrolment and reduce the drop out	Kassala (all camps)	2 campaigns	Activity completed
Targeted community mobilization sessions to address girls education and children with special needs and minority groups education		18 sessions	6 sessions
<b>Objective 5: Improve data collection, management and analysis to promote learning and better programming</b>			
Regular technical monitoring/supervision of learning achievements conducted (in 22 schools)	Kassala	3 technical monitoring visits per school annually	3 technical monitoring visits
International and National Education Consultants to establish EMIS System, support learning assessments, conduct out of school children study, facilitate working with MoE and support the education strategy implementation	Khartoum	2 staff	Activity completed
Regular monitoring of learning achievement (National Assessment for Refugees)		1 assessment	Activity completed
<b>Objective 6: Strengthen capacity and partnerships with Ministries of Education and other education actors to enable more refugee children to access school</b>			
Workshop conducted for education sector partners and both Federal MoE and State MoE participated	Khartoum	1 workshop conducted	Activity completed
Result Based Monitoring and Evaluation training		1 Result Based Monitoring and Evaluation training	Activity completed
<b>Objective 7: Emphasise community participation in education</b>			
Capacity building of PTA (IGA)	Kassala (all camps)	3 trainings 15 projects 15 PTA committees	1 training 4 projects 4 PTA committees
Trainings for PTA members on co-school management & promotion of importance of girls education	Darfur	40 members trained	No activities planned
Support to Loan and Saving Programmes to support PTAs in urban refugee schools	Khartoum	10 PTAs supported	No activities planned



# Syrian Arab Republic

OOSC Enrolment Target—Life of project **375,861**



OOSC Enrolment—Total to date **408,891**



OOSC Enrolment—Reporting period **108,349**



## OVERALL CONTEXT

As of the end of 2018, the humanitarian needs in Syrian Arab Republic (Syria) remained staggering in terms of scale, severity and complexity, with significant protection risks persisting in a number of areas. A total of 11.7 million people were in need of humanitarian assistance. Large numbers of Internally Displaced Persons (IDPs) started to return as the Government of Syria continued to gain control of large parts of the country. With new areas becoming accessible, more complex humanitarian challenges emerged, especially in remote rural areas. In parallel, a new trend of self-organised returns of refugees from neighbouring countries was emerging.

More than two million children were estimated to be out of school in 2018, with many of them being forced to work to support their families, while others were living in hard-to-reach and besieged areas and were not able to access education for several years. The scope and range of protection issues affecting children in Syria is ever widening due to the prolonged nature of the crisis, with risks of family separation, and depletion of families' and communities' coping mechanisms continuing to take a heavy toll on children.

Despite the difficult operational context, UNHCR, through partnerships with NGOs across the country, and in close cooperation with the Ministry of Education (MoE), continued to deliver a wide range of education activities to affected school-age refugee and IDP children.

## IMPACT

Education activities implemented in 2018 facilitated access to education for a total of 108,349 IDP and refugee children across the country. Throughout 2018, 107,440 vulnerable IDP students and 909 refugee students benefited from the provision of remedial and catch up classes at governmental facilities and within the network of community centers. Furthermore, 23,322 of them also benefited from the homework café activities within the community centres. These activities aim at facilitating the re-integration of out of school children, especially girls, into the public education system.

School infrastructure and learning environments were improved, through the rehabilitation of 39 schools in Rural Damascus, Hama, Homs, Daraa, Lattakia and Aleppo governorates. UNHCR and its partners also continued to focus on improving the quality of teaching, in collaboration with the MoE, through capacity building support to teachers. A total of 2,183 social counselors and teachers from different governorates received training on basic psychosocial support, mental health and life skills in various governorates. The training sessions, organised in collaboration with the MoE, aimed at equipping teachers with skills to better respond to the needs of their students, and to create safer learning environments.

In order to lower the cost of education for vulnerable families, education cash grants were provided to 3,006 refugee and asylum-seeker students, including



*Twelve-year-old Nidal from Aleppo, Syria, is finally starting school after years living through the crisis with no access to education.*

2,354 primary school-age children who were funded by the EAC programme, thus helping them cover educational expenses.

In addition, through outreach activities and dedicated hotlines, 107,440 IDP students and 1,335 refugee students received information/counselling on school registration procedures in public schools, prevention of dropouts, placement tests, certification procedures, as well as remedial classes and other education programmes. Through the expansion of outreach volunteer networks, mobile units and satellite centers, a significant number of persons in need of protection could be reached, including in very remote areas. Outreach activities were key in raising awareness on the importance of education for refugee children, including the role education plays in the mitigation of child protection concerns and Sexual and Gender-Based Violence (SGBV). Education hotlines helped improve the dissemination of information, especially during the crisis, when many IDPs and refugees could not have access to the UNHCR premises.

In 2018, UNHCR continued to maintain its information and data management systems for its response to refugees, asylum-seekers and IDPs. Data collection and analysis through the Education Management Information System (EMIS) that is operational in the country and managed by the MoE, continues to be weak, especially for schools and children in hard-to-reach locations.

As in previous years, UNHCR actively participated in the Education Sector led by UNICEF and the MoE, and continued to advocate for the humanitarian needs of refugee and asylum-seeker children directly with the Government of Syria. Regular coordination meetings were held with education partners in order to review activities and discuss challenges.

## CHALLENGES AND LESSONS LEARNED

Various challenges affected the implementation of education activities in 2018. In order to be able to meet the actual needs, and respond to the different levels of damage that affected school infrastructure, the number of schools rehabilitated had to be revised downwards, as some schools required more work than had been anticipated. As a result, a total of 39 schools out of the 50 initially planned were rehabilitated in 2018.

The sensitivity and complexity of education in the northeast of Syria continued to be a major concern, due to the pres-

ence of other curricula that are not accredited by the Syrian government. As a consequence, and to avoid creating any tensions, the education cash grant was not provided in 2018 to refugee children living in these areas, as families were required to present certificates of enrolment for their children to collect the education cash grant.

While the overall number of beneficiaries of the remedial and catch-up classes was marginally lower than anticipated, due to some costs that were higher than expected in some locations, the number of refugee students who benefited from education counselling was almost 70 per cent higher than planned, which was attributed to the expansion of outreach volunteer networks and improved education hotlines. Thanks to an efficient use of resources, the number of teachers trained on psychosocial support was almost three times higher than expected.

The ongoing crisis is still negatively affecting the enrolment of IDP, refugee and asylum-seeker children in Syria. In addition to the security situation and the advanced destruction of education infrastructure, the deteriorated financial situation made many families send their children to work instead of enrolling them in school. Refugee and asylum-seeker children having once dropped out of school also face difficulties to re-enrol in public schools, as schools in safe areas are overcrowded, and cases of social discrimination have been reported.

The identification of out of school children is still extremely difficult for UNHCR and its partners, due to continuous and sometimes multiple displacement. The monitoring of children who are benefiting from the implemented education activities is also a major challenge, as it requires the development of national tracking tools and mechanisms.

The lack of social protection mechanisms and specialised child protection services exacerbates the already difficult life circumstances facing displaced families and host communities. This is particularly true for families facing marginalisation and social exclusion, such as families of children with disabilities. Further attention needs to be paid in the future to resilience building and strengthening of existing social protection systems.

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
Objective 1: Expand access to education			
Provision of remedial and catch up classes to displaced students in public schools and private institutes. Provision of lessons to displaced children with learning difficulties in Community Centres. Summer camps. Accelerated Learning Programmes.	All governorates	110,000 students annually	107,440 IDP students
Distribution of cash grants		6,500 students annually	2,354 primary school-age students
Provision of remedial and catch up classes to refugee and displaced students in public schools and private institutes. Provision of lessons to refugee and displaced children with learning difficulties in Community Centres. Summer camps.		800 students annually	909 refugee students
Rehabilitation of public schools	Damascus, Rural Damascus, Homs Aleppo and Dara'a	130 schools 150 pre-fabricated classrooms	39 schools
Objective 3: Ensure safe learning environments for children			
Training of teachers on psychosocial support to improve the quality of education	All governorates	2,878 personnel	2,183 personnel
Objective 4: Promote awareness and advocacy on the importance of education for refugee children			
Provision of education counselling and case management-UNHCR counselling to IDPs Network of IDPs and IDP volunteers. Education campaigns in Community Centres. Awareness sessions. Hotlines.	All governorates	110,000 students annually	107,440 IDP students
Provision of education counselling and case management-UNHCR counselling to refugees. Network of refugees and IDP volunteers. Education campaigns in Community Centres. Awareness sessions. Hotlines.		800 individuals annually	1,335 refugee students

# Uganda

OOSC Enrolment Target—Life of project **122,590**

OOSC Enrolment—Total to date **195,416**

OOSC Enrolment—Reporting period **43,824**

## OVERALL CONTEXT

With a total of 1,190,922 refugees, out of which 180,313 arrived in 2018, Uganda hosts the largest number of refugees in Africa. Insecurity and ethnic violence in the Democratic Republic of the Congo (DRC), the conflict in South Sudan, and political instability and human rights violations in Burundi, are the main drivers of displacement. South Sudanese make up the largest refugee population (789,099 as of December 2018), followed by refugees from the DRC (312,699) and Burundi (34,981). Another 54,143 refugees from Ethiopia, Eritrea, Rwanda, Somalia and Sudan have lived in protracted exile in Uganda for the past three decades. Children represent 62 per cent of Uganda's refugee population.

Throughout 2018, UNHCR supported the Ministry of Education and Sports (MoES) in the development of the Education Response Plan for Refugees and Host Communities in Uganda 2018-2021 (ERP), aiming at providing access to quality education to more than 567,000 refugee and host community children per year. Launched in September 2018, the ERP sets out how to address a crisis where 57 per cent of refugee children (at least 353,000) and 34 per cent of Ugandan children in refugee-hosting districts (around 171,000) do not have access to education. The ERP is the first of its kind worldwide and represents a huge policy step forward for refugee education globally.

For the implementation of education activities in 2018, UNHCR continued to work in partnership with the central and local district governments, the MoES, UN agencies,

international and national NGOs and other educational actors towards strengthening equitable access to, and quality of, education services for refugee and host community children. UNHCR intends to develop and sign a partnership agreement with the MoES in 2019.

## IMPACT

Activities implemented under the EAC programme in 2018 directly contributed to the enrolment of 43,824 children in primary education, which is close to four times the initial annual target of 9,980 enrolments. Classroom construction was one of the main activities that facilitated enrolment and attendance by expanding school infrastructure and creating safer learning environments. Under the EAC programme, 11 classrooms were constructed in Mid-West (Kiryandongo and Kyangwali), nine classrooms in South West (Kyaka II), and 23 classrooms in Imvepi and Rhino Camp. As a result, the enrolment rate in primary education increased from 65 per cent to 81 per cent between the beginning and the end of 2018. Other activities that contributed to increase access to education included the distribution of 895 school desks, as well as the payment of exam fees for a total of 6,272 children.

A significant number of activities focused on increasing access to education for children with special needs and children from vulnerable households, in line with Uganda's inclusive education policy, Sustainable Development Goal 4 (SDG4) and the Global Compact on Refugees (GCR). A total of 379 children in West Nile, Mid-West and South-West were supported in accessing primary education through

the provision of scholastic materials, tuition fees, transportation services and personal hygiene, as well as the facilitation of information sharing and discussions between parents and teachers. In addition, 18 children with special needs were provided with assistive devices, and 76 children from vulnerable households were supported with primary school fees in Kampala. Furthermore, UNHCR's cooperation with the MoES, the Ministry of Works and Transport and the Office of the Prime Minister (OPM) has been key in finalizing the design of high-quality, wheelchair accessible semi-permanent classrooms, especially in West Nile, to ensure more children can access education in safety and dignity.

Enhancing the quality of education was also a key area of focus in 2018. The EAC programme supported the distribution of 7,314 textbooks and exercise books, as well as the recruitment and deployment of a total of 633 teachers in West Nile, Mid-West and South-West. In addition, 60 classroom assistants were also recruited and deployed in West Nile. The importance of these classroom assistants, the majority of whom were South Sudanese teachers, should be emphasised, as they played a key role in supporting teachers in overcrowded classrooms, helping children overcome language barriers, and advocating for the importance of education within the community. Capacity building support was also provided, as 60 teachers attended an in-service refresher training course in South-West, and 61 teachers were trained on the provision of psycho-social support in West Nile.

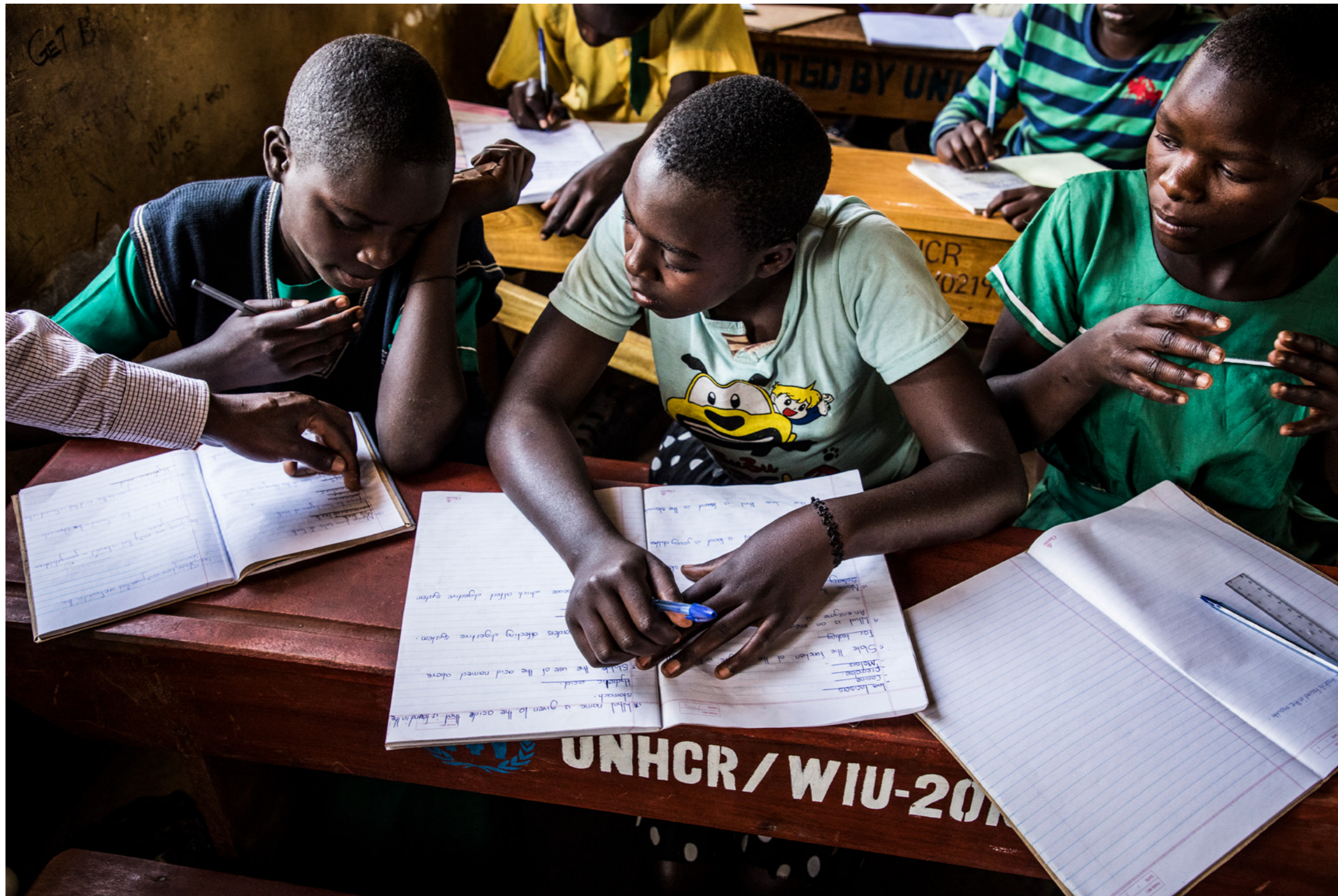
Additional activities that contributed to enhance the quality of learning, supported school attendance, and encouraged community participation, included the roll-out of a community-based school feeding and nutrition programme in six schools, as well as the conduct of annual career guidance and counselling sessions in a total of 27 schools.

In 2018, UNHCR also continued to support the development and piloting of innovations within schools, classrooms and communities for expanding access to, and enhancing the quality of, education. This has included increased use of the double-shift school system in selected primary schools in West Nile, aimed at ensuring a more efficient use of existing infrastructure, while reducing the high pupil-teacher ratios. Advocacy with the MoES is ongoing in order to develop guidelines for school-level adaptation of the double-shift system.

## CHALLENGES AND LESSONS LEARNED

During the implementation of the EAC programme in 2018, some activities had to be reprioritised, in order to be able to better address the actual needs in the different locations. In Kampala, classroom construction could not take place, and support to children from vulnerable households and children with special needs did not reach the expected level, due to delays in receiving the necessary approvals from Kampala City Council Authority, which made it impossible to complete procurement processes by the end of the year. The budget planned for classroom construction in Kampala was therefore redirected to cover construction activities in Mid-West and South-West, where, due to overwhelming needs, classroom construction was reprioritised. As the district local government was in agreement with the choice to move to a more cost-efficient semi-permanent solution, a total of 20 classrooms could be constructed, instead of the six initially planned. Construction of teacher accommodation rooms was not undertaken in South-West and Mid-West, as funds were redirected to cover the construction of additional teacher accommodation rooms in West Nile, where the needs were bigger, and where the semi-permanent solution allowed for the construction of 50 rooms instead of the 27 initially planned.

Accelerated Education (AE) in West Nile was not supported under the EAC programme, as UNHCR's education partner was successful in gaining complementary funding, which led to direct partner implementation. As a consequence, funds were redirected to activities targeting children with special needs in West Nile, Mid-West and South-West, where a total of 378 children were supported, close to 70 per cent more than the initial target. In the area of teacher recruitment, some locations, in West Nile and Mid West in particular, were also reprioritised over others, so that the actual needs could be met. In addition, challenges were met in identifying and deploying adequate levels of teaching personnel to certain areas, thus leading to some targets not being met. In South-West, the in-service training was attended by only 60 teachers, instead of the 100 teachers initially targeted, due to overcrowded classrooms and tight schedules that made it impossible to release more teachers to attend the training. Last but not least, school feeding programmes could only be initiated in a total of six schools, instead of the 18 schools targeted, as various challenges were faced in the different schools, including unresolved land issues and significant administrative delays.



Congolese refugee children study during class at Byabakoora primary school in Kyaka II refugee settlement, Uganda. The settlement welcomes over 52,000 children.

Among out of school children, over-aged learners who have missed out on substantial amounts of schooling are among the most difficult to reach, as they are often reluctant to join classes attended by students who are much younger than they are. Through Accelerated Education programmes (AEPs), over-aged learners are offered an opportunity to access flexible and age-appropriate programmes that provide classes at three different levels covering the curriculum from P1 to P7. AEPs also represent relevant education alternatives for child mothers who have missed out on schooling.

Refugee children with special needs remain difficult to reach, especially in urban settings, as their identification, as well as consultation with the children and their parents, are challenging and lengthy processes. Moving forward, UNHCR plans to develop Standard Operating Procedures that will help in the identification of the children and their needs, and will work with the NGO, Humanity and Inclusion, to improve engagement, consultation and information sharing, which are of key importance in order to be able to provide adequate assistive devices to the children. Increasing partner capacity and engagement, as well as ensuring efficient dissemination of good practices and lessons learned, will also be main areas of focus in the future.

Absenteeism and high school dropout rates are an ongoing challenge. The approaches taken by UNHCR, including expansion of the double-shift system, targeted support to children with disabilities and other vulnerable groups, as well as roll-out of school feeding programmes, aim at addressing this challenge. In addition, the lack of clear and accessible education pathways after completion of primary education has been a demotivating factor affecting performance and completion rates at the primary levels, as learners see the majority of their peers who performed well in their end of primary examinations not continuing with their education.

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
<b>Objective 1: Expand access to education</b>			
Pay mandatory utility and associated school charges for vulnerable children identified through the BID/BIA to guarantee access to UPE schools	Kampala	135 individuals	76 individuals
Provide school fees and assistive devices to refugee children with special needs to access special needs schools		141 individuals	18 individuals
Enrol additional children with specific needs; School uniforms, and assorted scholastic materials	Mid West / South West	252 individuals	216 individuals
	West Nile	419 individuals	163 individuals
Provision of Accelerated Education	West Nile	70 children	0
Exam fees provided for vulnerable children and procure and administer beginning and mid-term examinations and holiday package P4-P7		6,368 individuals	6,272 individuals
Construction of new classrooms	South West	50 classrooms	9 classrooms
Construct rooms for teachers' accommodation, built over a 3 year period and temporary structures in support of the emergency	West Nile	68 (permanent) teacher accommodation rooms & 100 temporary structures	50 teacher accommodation rooms
Construction of new classrooms with adjoining administrative office	Mid West	19 classrooms	11 classrooms
Construct rooms of teacher accommodation, built over a period of 2 years	South West / Mid west	30 teacher accommodation rooms	0
Construct classrooms in UPE schools with the highest refugee enrolment, built over a 2 year period	Kampala	4 classrooms	0
Construction and renovation of classrooms	West Nile	242 classrooms constructed 42 classrooms renovated	23 classrooms
Construction of stances of drainable pit latrine and wash rooms/ urinals attached	South West	88 latrines (stances)	20 latrines
Construct waterborne toilets latrines in UPE schools with high refugee enrolment. The target identified is the number of schools per year which will have the toilets/latrines	Kampala	110 latrines 2 water borne toilets	2 water borne toilets
Procure and distribute a total of desks	Mid / South West	6,334 desks	346 desks
Procure and distribute desks to 3 UPE schools with highest refugee enrolment	Kampala	600 desks	549 desks
<b>Objective 2: Improve the quality of teaching and learning</b>			
Recruit and deploy additional teachers	South West	106 teachers deployed	80 teachers
	West Nile	1,250 teachers deployed and paid	410 teachers
Recruit and deploy additional teachers	Mid West	143 teachers deployed and paid	143 teachers

Life of project activities	Location	Life of project targets	Actual 2018
Increased improvement for children with special learning needs	West Nile	200 children with special learning needs enrolled in special needs schools	94 children
Procure and distribute copies of assorted textbooks; (English, Science, Mathematics and Social Studies) to 27 schools with high enrolment of refugee children, and procure exercise books for pupils (P1-P7)	South West; West Nile for South Sudan Emergency Response (Adjumani; Rhino Camp)	66,094 exercises books 12,150 textbooks 200 lesson planning books Scholastic materials distributed to 12,000 students	5,000 textbooks 2,314 exercise books
Support for classroom assistants for further training to become qualified teachers	West Nile	Support 60 classroom assistants to become qualified teachers	60 classroom assistants
Enrol teachers in in-service refresher courses training	South West	281 teachers	60 teachers
<b>Objective 3: Ensure safe learning environments for children</b>			
Speak out Program- This program is designed to empower girls/boys boost self esteem, identify barriers to education and find ways, solutions from within, and among their peers to address these issues	Mid West	686 students	Activity completed
Support schools with school based child protection initiative including; essay competitions, the school family initiatives	Kampala	14 schools with child protection initiatives	7 schools
Training/ capacity building of teachers in psycho-social support	West Nile	50 teachers	61 teachers
<b>Objective 7: Emphasise community participation in education</b>			
Initiate community based school feeding and nutrition program in 6 schools. As this is an activity where there is strong local/parental capacity for ongoing costs/supplies, funding will be used to initiate the programme	Mid West / South West	School feeding and nutrition in 25 schools	6 schools
Conduct annual career guidance sessions in primary schools targeting upper classes	South West	51 schools receive career guidance sessions	20 schools
Facilitate annual career guidance sessions in primary schools targeting OVCs and UAC in three years	West Nile	14 schools receive career guidance sessions	7 schools
<b>Objective 8: Promote innovation in education programming and interventions</b>			
Implement Newspaper in Education (NiE) Program in 4 settlement schools in collaboration with Daily Monitor Publications	Mid West	5,760 copied of Monitor Newspaper in Education procured	Activity completed

# Yemen-Aden

OOSC Enrolment Target—Life of project **2,567**



OOSC Enrolment—Total to date **2,665**



OOSC Enrolment—Reporting period **1,033**



## OVERALL CONTEXT

The humanitarian crisis in Yemen remains one of the worst in the world. Nearly four years of conflict and severe economic decline are driving the country to the brink of famine and exacerbating needs in all sectors. An estimated 80 per cent of the population – 24 million people – require some form of humanitarian or protection assistance, including 14.3 million who are in acute need, a staggering 27 per cent higher than last year. The number of children who need educational assistance is increasing, rising from 2.3 million in 2017 to 4.7 million in 2019.

As of August 2017, the refugee and asylum-seeker population stood at 272,202. An estimated 150,000 individuals arrived in Yemen in 2018, despite protracted conflict and grave risks. More than 30 per cent of new arrivals were unaccompanied children. In the South of the country, UNHCR is supporting primary education for refugee children in Kharaz refugee camp and in the urban area of Basateen in Aden. The academic year 2018/2019 started with a delay of two months due to teachers' strikes over low and unpaid salaries.

In 2018, UNHCR signed an agreement with the Ministry of Education (MoE) of the internationally recognised Government of Yemen (IRG) for the implementation of the refugee education programme in Aden and Kharaz refugee camp, which is considered an important step towards the full integration of refugee children into the national education system.

## IMPACT

In 2018, UNHCR worked in close cooperation with the MoE in order to ensure increased access to education to refugee children. In Kharaz refugee camp, 83 per cent of primary school-aged children were enrolled in school in 2018, while the enrolment rate had been of 91 per cent in 2017 – a decrease which is likely due to the high mobility of refugees between camp and urban settings. A total of 2,554 children were registered in camp schools in 2018, with numbers fluctuating through the year. Through the EAC programme, camp students were supported with uniforms and school kits in 2018. Out of the 170 teachers and staff who received monthly incentives in Kharaz camp, 125 were supported through the EAC programme.

During the 2017/2018 academic year, 63 over-aged out of school children (16 boys and 47 girls) attended the Accelerated Education Programme (AEP) implemented by the Somali refugee committee in Kharaz camp. Out of the 63 students enrolled, 33 were referred from the AEP to formal schools in June 2018. At the beginning of the new academic year in September 2018, 33 new students were enrolled in the AEP, thus bringing the total number of students supported back to 63.

In the urban area of Basateen-Aden, 47 per cent of primary school-aged refugee children were enrolled in school, with a total of 2,402 refugee children (1,256 boys and 1,146 girls) attending the three primary schools supported by UNHCR. With the support of EAC, UNHCR facilitated the enrolment of 1,000 vulnerable children, who were provided with



Hamid, 12, found safety with his family in Basateen area, Aden. After three years out of school he is thrilled to study in Grade 4: "I got everything I need for school, bags, books, pencils and school uniform" he said excitedly.

school uniforms and school kits. 45 teachers and staff were supported with incentives in Basateen.

To improve the quality of education, UNHCR provided all targeted schools in both camp and urban settings with teaching materials. A capacity-building needs assessment carried out by the MoE helped develop training programmes for teachers and school management staff. 110 teachers were trained on early reading curricula in order to improve learning achievements in the Arabic language for refugee students in grades 1-3, as well as on active learning, with a focus on topics such as cooperative learning, the central role of learners, the role of teachers as facilitators, as well as learning through games. In addition, 46 school management staff members were trained on school management and planning. In total, 156 teachers and school management staff members were trained in 2018, with the impact of the trainings being assessed by the MoE.

To enhance safe learning environments, the EAC programme supported extra-curricular activities, with various

educational, cultural, recreational and sports activities being organised throughout the year (including celebrations around World Refugee Day, a football tournament, etc.). Physical improvements were also carried out in camp and urban schools, including the upgrading of two walls, reparation work in three resource rooms, maintenance of latrines and sewage systems, the fixing of doors, windows and lamps, as well as the construction of a fence with three steel gates around the two boys' and girls' schools in Kharaz camp. As the issue of violence and sexual harassment in schools was raised by parents and children during UNHCR's annual participatory assessment, a campaign to raise awareness on sexual harassment was organised in the camp.

Regular meetings organised with the MoE throughout the year were of key importance, as there was a strong need to work very closely with the Ministry, which was implementing the refugee education programme for the first time. UNHCR staff offered support on the programmatic aspects and conducted training for MoE representatives.

## CHALLENGES AND LESSONS LEARNED

Despite the difficult operational context, all education activities planned for 2018 were implemented, and some annual targets were exceeded due to a variety of reasons. As the armed conflict has led an increasing number of refugees moving to Aden, thus resulting in enhanced needs among primary school-age children, UNHCR identified and supported 1,000 vulnerable children in Basateen, twice as many as initially planned. Thanks to a needs assessment carried out by the MoE, specialised trainings could be organised for both teachers and school management staff, and capacity-building support was provided to a total of 156 individuals, which is around 25 per cent more than the initial target. The number of meetings organised with the MoE and other education stakeholders was higher than initially planned, as enhanced coordination and capacity-building support took place on the implementation of the refugee education programme.

Minor under-achievements were observed for some activities. In Kharaz camp, due to the high mobility of refugees and the Assisted Spontaneous Return programme for Somalis, the number of children supported through the provision of uniforms, shoes and school bags was slightly lower (less than half a per cent) than the target initially set. In the area of Acceleration Education, the awareness campaign that was organised before the start of the new academic year 2018/2019 led to 33 new enrolments in the AEP, thus bringing the total number of children enrolled back to 63 (nine per cent less than the annual target of 70 children), a slight under-achievement that can be attributed to the high mobility of refugees between camp and urban settings.

Overall, major challenges continued to affect the refugee education programme. The conflict in Yemen has devastated the country's education system and left many teachers without pay, causing frequent strikes, which delayed the start of the academic year in urban areas in the South. The security situation also limited UNHCR's access to the camp, thus affecting regular monitoring of the implementation of education activities. The continuous influx of IDPs to Aden has also put a strain on schools, where the number of children per classroom is sometimes reaching 100.

Partner capacity also created some delays, especially in procurement and the delivery of uniforms and school kits for students. The MoE was also delayed in providing some reports, partially because of difficulties in camp monitoring, and also due to some key MoE staff members passing away in a car accident while they were on their way to visit camp schools, which severely affected MoE capacity.

School dropouts remain a major challenge and are due to various factors, such as early marriage, child labour, the need to take care of younger siblings, as well as frequent movements between camp and urban settings. In Kharaz camp in 2018, a total of 238 refugee students (137 boys and 101 girls) dropped out of primary school, with dropout rates of 17 per cent among male students and 10 per cent among female students. In Basateen-Aden, a total of 167 refugee students (57 boys and 110 girls) dropped out of primary school, with dropout rates of five per cent among male students and 10 per cent among female students. In response, UNHCR has been working on many different levels, through the provision of school materials, measures to improve school environments, financial and material support to vulnerable families, targeted support for children with specific needs and their families, close follow-up work by counsellors in schools, as well as awareness campaigns. In 2019, UNHCR is planning to conduct a survey aiming at identifying out of school children in the urban area of Basateen-Aden in order to help them get back to school.

One of the main lessons learned from 2018 is the strong need to set up a tracking system targeting out of school refugee children, especially in Kharaz camp, as well as coordination mechanisms between the schools in the camp and the schools in Aden, in order to be able to monitor the frequent movements between camp and urban settings. The movements of refugee children leaving the camp in order to return to their home country also needs to be better monitored.

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
<b>Objective 1: Expand access to education</b>			
Identified out of school children are registered in the 3 primary schools in Basateen	Basateen	500 children annually	1,000 children
Provide the children with uniforms, shoes and school bags		1,873 children	1,000 children
Provide the children with uniforms, shoes and school bags	Kharaz	7,400 children	2,389 children
Enrol overaged learners in accelerated classes		240 children	63 children
Provide the children enrolled in accelerated learning programmes with financial assistance		210 cash grants	63 cash grants
Extension of Basateen school's fence	Basateen	1 fence	Activity completed
Construction of classes & latrines in Alghafki School		4 classes 3 latrines	Activity completed
Rehabilitation of primary school and resource rooms		1 school (20 whiteboards for 20 classes) 3 resource rooms	1 school and 3 resource rooms
Rehabilitation of 2 primary schools	Kharaz	2 primary schools	2 primary schools
Rehabilitation of Kharaz school fence		1 fence	1 fence
<b>Objective 2: Improve the quality of teaching and learning</b>			
Provide sport and recreational activities material	Kharaz	50 activities	19 activities
Incentives to teachers		125 teachers annually	125 teachers
Incentives to teachers and service staff	Basateen	45 teachers and service staff annually	45 teachers and service staff
Establishment of resources room	Kharaz	1 resource room including the library	Activity completed
Teachers training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, early education and inclusive education.		125 teachers annually	156 teachers and school management staff
School materials and teaching aids for teachers	Kharaz	2 schools annually	2 schools
	Basateen	3 schools annually	3 schools
<b>Objective 3: Ensure safe learning environments for children</b>			
Recruitment and payment of incentives to 6 Social counsellors covering 3 schools for morning and afternoon shifts to support the monitoring systems in the schools	Basateen	6 counsellors annually	6 counsellors
<b>Objective 7: Emphasise community participation in education</b>			
Organise meetings with all education stakeholders	Basateen	34 meetings	25 meetings
	Kharaz	50 meetings	16 meetings

# Yemen-Sana'a

OOSC Enrolment Target—Life of project **1,510**



OOSC Enrolment—Total to date **1,632**



OOSC Enrolment—Reporting period **361**



## OVERALL CONTEXT

Yemen is currently facing one of the worst humanitarian crises in the world, with an ongoing prolonged conflict affecting an estimated 24 million people, especially women and children who are among the most vulnerable. The education system has been disrupted by many factors including the deteriorating security situation, the non-payment of public school teachers' salaries and the significant devaluation of the Yemeni rial. Refugees have been dramatically affected by the fragile economic, political and security situation.

In the North of the country, which remains under the control of de facto authorities, UNHCR is supporting 10 public schools in Sana'a, where a high number of refugee children live. In late October 2018, following a two-year hiatus, refugee registration activities resumed through the Bureau of Refugee Affairs, thus enabling unregistered people seeking asylum and registered refugees and asylum-seekers to obtain valid documents, which are vital for accessing services, including education.

The continuous deterioration of the security situation in the North has resulted in the disruption of administrative services, rendering UNHCR unable to resume its negotiations with the Ministry of Education (MoE) on a Memorandum of Understanding (MoU) to systematically mainstream refugee education into the national education system. UNHCR nevertheless continued to maintain regular coordination with the MoE and the Education Office, and developed an Education Work Plan that led to the implementation of education interventions by the Sustainable

Development Foundation (SDF) and the Education Office, under the close supervision of UNHCR.

## IMPACT

In 2018, a wide range of activities were conducted in order to increase the enrolment of OOSC and the retention of refugee children in primary school. A full set of school kits (uniforms, bags, stationery and shoes) was distributed to a total of 2,163 children (1,086 boys and 1,077 girls), out of which 2,113 were supported through the EAC programme. School maintenance was carried out in four schools, which included fixing windows in a school that had been damaged by air strikes, as well as repairing gates, toilets, basins, sewage networks and a water discharge system. 361 OOSC (196 boys and 165 girls) were newly enrolled in 2018.

Twelve awareness sessions were conducted on the importance of education, with a focus on girls' education, reaching up to 267 children (91 boys and 176 girls). One parents' group and 10 student councils were supported in their activities, which included sensitisation sessions on child rights, psychosocial support, first aid, emergency evacuation and shelter, in order to raise awareness among both refugee and Yemeni students.

Enhancing the quality of education has also been one of the priorities of UNHCR's education interventions. In 2018, a total of 261 teachers, social workers, health workers and social counsellors (49 males and 212 females) were trained on topics such as the promotion of psychosocial well-being among children affected by armed conflict and displace-

ment, education in emergencies, child protection, as well as on active learning, with a focus on the use of technology in lesson preparation and classroom teaching in order to encourage students' participation.

Improving school equipment also contributed to enhancing the quality of education, as schools were provided with furniture, solar panels, stationery, photocopier machines, computers, science equipment, as well as teaching materials and sports equipment. Thanks to the equipment provided, three resource rooms, two computer labs and two science laboratories could be established.

2018 also saw important achievements in the areas of Special Needs Education (SNE) and Literacy classes. 116 children with special needs (54 boys and 62 girls) received assistive devices, an increase of 18 per cent compared to 2017. 133 refugee children (61 boys and 72 girls) were enrolled in six literacy centres, including the one established at the SDF family centre. Six literacy centre graduates were enrolled into formal primary education.

Despite ongoing delays on a MoU with the MoE, in 2018, UNHCR maintained a strong relationship with the Ministry

and ensured regular coordination on issues related to refugee education in Sana'a. Continuous advocacy work and annual interventions since 2013 have ensured that in 2018, for the third year in a row, a memorandum was issued by the Education Office, facilitating refugee children's access to schools by making it possible for those who were not able to provide a birth certificate to enrol in school upon presentation of a refugee certificate or an admission acceptance form issued by the MoE. A birth certificate had been a pre-condition in the past, which had been a significant barrier to accessing education.

Regular meetings were held between UNHCR and education stakeholders (MoE, Education Office, SDF, local Education Offices, the literacy education sector) in order to coordinate the activities implemented in the 10 targeted schools, discuss the challenges and identify appropriate solutions. UNHCR also continued to be a member of the Local Education Group and Development Partners Forum, as part of its commitment to implement Sustainable Development Goal 4 (SDG4) to ensure that refugee children are accounted for and included in national education systems. In addition to regular virtual meetings, UNHCR also provided inputs to the Transitional Education Plan to



Alamuddin, 16, an unaccompanied refugee child from Ethiopia. He fled to Yemen after losing his parents and when he arrived, the language barrier and lack of previous school documentation prevented him from completing his education. Thanks to the EAC Programme, Alamuddin joined a certified literacy class. Three years on, his Arabic skills allowed him to enrol in the 7th grade in a national school.



ensure the inclusion of refugee children in the activities programmed within the National Plan.

## CHALLENGES AND LESSONS LEARNED

Despite the difficult operational context, all planned education activities could be implemented, sometimes with notable over-achievements. Lower costs of school maintenance and procurement enabled UNHCR and its partners to carry out maintenance work in four schools instead of the one school initially targeted (whose maintenance had been postponed from 2017 to 2018), and to carry out repairs following the damage caused by air strikes. An efficient use of resources also enabled UNHCR to provide furniture and equipment to six schools, instead of the five initially planned, and to organise 12 awareness sessions and two back to school campaigns, instead of the three sessions and the one campaign initially planned. The number of school kits distributed was exceeded by almost 20 per cent thanks to lower unit costs, and a complementary contribution (50 extra kits) from SDF made it possible to deliver a total of 2,163 kits. 116 children with disabilities (16 more than initially planned) could be supported with assistive devices, as most of the children required eye glasses, which are cheaper than other types of assistive devices.

Although all activities could be implemented, some challenges directly impacted a few activities. While all the planned trainings could take place, the number of participants was lower than expected for some of the trainings. Attendance was, for example, 52.5 per cent lower than planned for the training on education in emergencies, 34 per cent lower for the training on child protection and SGBV issues, and 25 per cent lower for the training on child rights and child protection. This was due to delays in obtaining the mandatory pre-approvals for the organisation of trainings from the authorities, which resulted in lower attendance, as participants' lists could not be updated by the time the approvals had been received. This has turned out to be one of the major challenges, faced for the second year in a row. In addition, authorities also displayed some reluctance to grant authorisations for the organisation of trainings on SGBV-related issues in schools, and specifically requested UNHCR to remove references to SGBV. In the future, UNHCR will continue its advocacy and efforts to mainstream SGBV-related issues in education interventions. The possibility of conducting some activities as joint UN initiatives in the future will be evaluated.

The non-payment of public school teachers' salaries for over two years has had a series of negative conse-

quences. Severe interruptions in the educational process have negatively affected the quality of education, and have made families hesitant to send their children to schools where teachers are either absent, or not motivated. In some cases, refugee students have been asked to pay unofficial fees and to purchase stationery for schools. Furthermore, data on admission acceptance forms issued for refugee students has remained extremely limited, as MoE staff members frequently don't share data. As a result, new enrolment statistics have been mostly limited to the statistics provided by the 10 supported schools and the data collected during the distribution of school kits, both of which can be verified by UNHCR, thus affecting the quality of overall data and reporting. In response, UNHCR continues its advocacy efforts with the MoE and monitors the situation through the Education Coordinator.

The lack of quality data collection tools to track dropouts and retention has been a persisting challenge for UNHCR in Yemen. With the crisis entering its fourth year, the MoE remains limited in its ability to conduct surveys or collect education-related data, due to factors such as the lack of proper infrastructure, the absence of adequate funds, as well as the inaccessibility of some governorates. In order to address this challenge, UNHCR will explore the possible benefits of the "Smart Gate" project initiated by the Education Office, which aims at providing national student IDs to all registered students, tracking their movements between schools, and monitoring dropouts and retention.

OOSC remain extremely difficult to reach, as many parents still do not value the importance of education and refuse to enrol their children. Costs associated with transportation, daily meals, school uniforms and stationery, often remain unaffordable. In addition, refugees face administrative barriers, as they are often not able to provide the documents required in order to be able to enrol their children. In response, UNHCR will continue to conduct awareness-raising, community mobilisation and sensitisation sessions on the importance of education, and plans to carry out annual surveys to enhance the identification of OOSC. Advocacy work with relevant authorities, in order to facilitate less restrictive administrative processes, with the support of the Education Coordinator, will remain a key area of focus. The importance of continuous advocacy work with the MoE and other education stakeholders, in order to be able to ensure the inclusion of refugees in education plans, is one of the key lessons learned from 2018.

Activity description		Targets	
Life of project activities	Location	Life of project targets	Actual 2018
Objective 1: Expand access to education			
School material packages (uniforms, shoes, school bags including stationary) to OOSC and previously enrolled children	Yemen Sana'a	6,069 kits	2,113 school kits (for 1,063 boys and 1,050 girls)
Support Early Childhood Development		100 individuals annually	104 individuals (54 boys and 50 girls)
Identify children with special needs in Sana'a and provide them with assistive aids to access schools (e.g. glasses, hearing devices, wheelchairs, and crutches )		281 individuals	116 individuals (54 boys and 62 girls)
Furniture, teaching-and-learning materials (Desks/chairs, laboratory equipment, textbooks, sport packages and music equipment) to schools		5 schools annually (same schools every year)	6 schools
Maintenance of 2 schools		2 schools	4 schools
Objective 2: Improve quality of teaching and learning			
Provide sport and recreational activities material	Yemen Sana'a	10 schools	Activity completed
Provide sport and recreational activities material in the community centres		1 centre	Activity completed
Support 6 Literacy and Arabic classes/centres, including one established at the SDF Family Centre (school kits distributed to refugee children attending the classes, printing of Arabic textbooks, transportation provided for UAC attending the classes and two volunteers teaching at the Family Centre)		6 classes established and supported annually	6 literacy classes
Train teachers and social workers on Inter- Agency Network on Education in Emergencies		4 trainings 152 persons	1 training session 19 persons (2 males and 17 females)
Train teachers and social counsellors on promoting psychosocial well-being among children affected by armed conflict and displacement		5 trainings 200 persons	2 training sessions 81 persons (10 males and 71 females)
Train teachers, social workers and health workers and community members on positive discipline and activation of the ban of corporal punishment in schools		3 trainings 121 persons	Activity completed
Train teachers, social workers, health workers and community members on child protection and SGBV issues		7 trainings 245 persons	2 training sessions 53 persons (13 males and 40 females)
Train teachers, social workers , health workers, and community members on dealing with children with special needs		3 trainings 123 persons	Activity completed
Train teachers and social workers on learning disorders and use of resources rooms		1 training 30 persons	Activity completed

Life of project activities	Location	Life of project targets	Actual 2018
Provide non-formal education such as: literacy, numeracy, hygiene, HIV/AIDS, or landmine trainings	Yemen Sana'a	534 individuals attended the centre 377 individuals attended language classes 196 individuals enrolled and attended numeracy classes	Activity completed
Establish and train school health groups on dealing with emergency evacuation and shelter, first aid, and psychosocial support		20 trainings 200 individuals	10 training sessions 100 individuals
Trainings on active learning for teachers		3 trainings 119 individuals	2 training sessions 78 persons (15 males and 63 females)
Train children, teachers and host community on child rights, child protection mechanism through identifying, reporting, and responding		5 trainings 135 individuals	1 training session 30 persons (9 males and 21 females)
<b>Objective 3: Ensure safe learning environments for children</b>			
Establish/strengthen child protection committees and support their regular monthly basis. Child protection committee members are getting training on child protection issues, identification of and response to children at risk and establish referral pathways	Yemen Sana'a	10 committees strengthened and supported	Activity completed
<b>Objective 4: Promote awareness and advocacy on the importance of education for refugee children</b>			
Purchase visibility items	Yemen Sana'a	200 items	Activity completed
Conduct education awareness sessions, including on the importance of educating girls		15 sessions	12 sessions 267 participants (91 males and 176 females)
<b>Objective 5: Improve data collection, management and analysis to promote learning and better programming</b>			
A follow-up OOSC survey to identify root causes for children not attending school and tailor interventions	Yemen Sana'a	1 follow up survey	Activity completed
Assessment and evaluation for the impact of previous support provided in previous years and priorities the needs for 10 schools for 3 years		1 assessment	Activity completed
<b>Objective 6: Strengthen capacity and partnerships with Ministries of Education and other education actors to enable more refugee children to access school</b>			
Inclusion of refugees into the 2015/2017 GoY Education Work plan (advocacy and team work, coordination meetings with MoE)	Yemen Sana'a	1 Memo signed	Activity completed
Regular coordination meetings with MoE, Education Office and School Directors of 10 schools		5 meetings	2 meetings
Back to school campaigns		3 campaigns	2 campaigns
Equipment to MoE to improve information management system and data collection on a national level		Equipment provided to one sector	Activity completed
Support to MoE to enhance its capacity to operate (provision of office furniture and solar system)		1 of the MoE Sectors	Activity completed
Train MoE education staff at a central and local level on refugee issues		1 training 34 participants	Activity completed

Life of project activities	Location	Life of project targets	Actual 2018
Train teachers and school directors on the basic computer literacy	Yemen Sana'a	1 training 23 individuals	Activity completed
Train teachers on computer maintenance		1 training 23 individuals	Activity completed
Train teachers on integrating technology in education and education strategy		1 training 38 individuals	Activity completed
<b>Objective 7: Emphasise community participation in education</b>			
Establish parents groups through the community based focal points who will be having regular meetings with families for children out of school to raise awareness on the importance of education	Yemen Sana'a	1 group established and supported annually	1 parents group (20 members)
Establish/support student councils to implement their annual activities plans		10 student councils	10 student councils (104 members)
Empower and train student councils on CRC, child protection, importance of education		283 members	104 members
<b>Objective 8: Promote innovation in education programming and interventions</b>			
Equipment and educational materials for resource rooms in schools (such as teaching and educational materials, furniture)	Yemen Sana'a	Equipment for 10 resource rooms	3 resource rooms
All targeted schools will be equipping the data room with computer, printer, photocopy machines and other items as necessary to improve the information management system and data collection.		10 schools	Activity completed
Provide computers for schools		18 computers in 2 schools	Activity completed
Provide furniture for the computer lab for 4 schools		4 schools provided with 80 chairs 80 desks 1 solar system	Activity completed
Provide projector for the computer lab		1 projector	Activity completed
Provide projector screen for the computer lab		1 projector	Activity completed
Projector ceiling mount with installation		1 ceiling mount	Activity completed
Network web installation, items, electrical points for the computer lab		1 installation	Activity completed

# Glossary

<b>ADRA</b>	Adventist Development and Relief Agency	<b>IRC</b>	International Rescue Committee
<b>AE</b>	Accelerated Education	<b>JRS</b>	Jesuit Refugee Service
<b>AEP</b>	Accelerated Education Programme	<b>KCPE</b>	Kenya Certificate of Primary Education
<b>AEWG</b>	Accelerated Education Working Group	<b>KEMIS</b>	Kakuma Education Management System
<b>AME</b>	Educating Mothers Association	<b>KISE</b>	Kenya Institute of Special Education
<b>ARRA</b>	Administration for Refugee and Returnee Affairs	<b>KISED</b>	Kalobeyei Integrated Socio-Economic Development Programme
<b>BAFIA</b>	Bureau for Aliens and Foreign Immigrants' Affairs	<b>LWF</b>	Lutheran World Federation
<b>CAR</b>	Central African Republic	<b>MoE</b>	Ministry of Education
<b>CAR</b>	Commissionerate for Afghan Refugees	<b>MoES</b>	Ministry of Education and Sports
<b>CBC</b>	Competency Based Curriculum	<b>MOGEI</b>	Ministry of General Education and Instruction
<b>CBP</b>	Community Based Protection	<b>MoHA</b>	Ministry of Home Affairs
<b>CRRF</b>	Comprehensive Refugee Response Framework	<b>MoU</b>	Memorandum of Understanding
<b>DRC</b>	Democratic Republic of Congo	<b>NER</b>	Net Enrolment Rate
<b>EAA</b>	Education Above All	<b>NGO</b>	Non-Governmental Organisation
<b>EAC</b>	Educate A Child	<b>NRC</b>	Norwegian Refugee Council
<b>EARC</b>	Educational Assessment Resource Centers	<b>NEF</b>	Non-formal education
<b>ECCN</b>	Education in Crisis and Conflict Network	<b>NSC</b>	National Security Council
<b>ECW</b>	Education Cannot Wait	<b>OoE</b>	Office of Education
<b>EGMA</b>	Early Grade Mathematics Assessments	<b>OOSC</b>	Out-of-School Children
<b>EGRA</b>	Early Grade Reading Assessments	<b>OPM</b>	Office of the Prime Minister
<b>EMIS</b>	Education Management Information System	<b>PTA</b>	Parent Teacher Association
<b>ENIBA</b>	Ecole Normale des Instituteurs Bilingues d'Abéché	<b>REB</b>	Rwanda Education Board
<b>ERP</b>	Education Response Plan	<b>REMED</b>	Refugee Medical Insurance
<b>ESSP</b>	Education Sector Strategic Plan	<b>REMIS</b>	Refugee Education Management Information System
<b>GCR</b>	Global Compact on Refugees	<b>RV</b>	Refugee Village
<b>GED</b>	General Education Development	<b>SCI</b>	Save the Children International
<b>GER</b>	Gross Enrolment Rate	<b>SDF</b>	Sustainable Development Foundation
<b>GPE</b>	Global Partnership for Education	<b>SDG4</b>	Sustainable Development Goal 4
<b>HBGC</b>	Home-based girl centres	<b>SGBV</b>	Sexual and Gender Based Violence
<b>HRP</b>	Humanitarian Response Programme	<b>SMC</b>	School Management Committee
<b>ICT</b>	Information and Communications Technology	<b>SMoE</b>	State Ministry of Education
<b>IDP</b>	Internally Displaced Person	<b>SNE</b>	Special Needs Education
<b>IGA</b>	Income Generating Activity	<b>UAC</b>	Unaccompanied Children
<b>IGAD</b>	Intergovernmental Authority on Development	<b>UNDAF</b>	United Nations Development Assistance Framework
<b>IGCSE</b>	International General Certificate of Secondary Education	<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>IIDA</b>	International Development Association	<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>IIEP</b>	International Institute for Educational Planning	<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>INEE</b>	Inter-Agency Network for Education in Emergencies	<b>USAID</b>	United States Agency for International Development
<b>INS</b>	Instant Network School	<b>WASH</b>	Water Sanitation and Hygiene

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