



2017 Annual Report UNHCR—Educate A Child Programme

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“When I’m in
the classroom
I feel safe”

Ten-year-old Josef, a young Ethiopian refugee, enjoys going to school at a UNHCR-supported community centre in

Sana'a, Yemen. After his school was bombed in 2015, Josef is now happy to go to school in a place where he feels safe.

Educate A Child (EAC)

Enabling, encouraging and excelling

UNHCR—EAC Programme 2015–2019

COUNTRIES 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 316,665
New OOSC Enrolment this Reporting Period Actual 355,839
Total to Date OOSC Enrolment Actual 682,245

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 2017–31 December 2017

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Objectives and activities 2017

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

1. EXPAND ACCESS TO EDUCATION	5. IMPROVE DATA COLLECTION, MANAGEMENT AND ANALYSIS TO PROMOTE LEARNING AND BETTER PROGRAMMING
Construction and rehabilitation of classrooms, provision of school furniture and other resources	Teachers trained on data management
Payment of school, exam and transport fees and cash grants to enable children to enrol and remain in school	Improvement of data management systems
Provision of assistive devices for children with disabilities	Out of school assessments conducted
Enrolment of children in accelerated education programmes	
2. IMPROVE THE QUALITY OF TEACHING AND LEARNING	6. STRENGTHEN CAPACITY AND PARTNERSHIPS WITH MINISTRIES OF EDUCATION AND OTHER EDUCATION ACTORS TO ENABLE MORE REFUGEE CHILDREN TO ACCESS SCHOOL
Teachers recruited and deployed	Regular coordination meetings with key education stakeholders
Provision of textbooks, library books and other teaching material for schools	Partnerships with national, state and local education authorities strengthened
Topic-specific teacher training carried out, including providing scholarships for teachers to enrol in certified training programmes	
3. ENSURE SAFE LEARNING ENVIRONMENTS	7. EMPHASISE COMMUNITY PARTICIPATION IN EDUCATION
School uniforms provided to protect children on their way to and from school	Parent/teacher associations supported with grants and training
Provision of psychosocial assistance for children in need	Student committees developed, trained and supported
Extra-curricular activities provided to engage children in social activities	
4. PROMOTE AWARENESS AND ADVOCACY ON THE IMPORTANCE OF EDUCATION FOR REFUGEE CHILDREN	8. PROMOTE INNOVATION IN EDUCATION PROGRAMMING AND INTERVENTIONS
Sensitisation campaigns conducted	Improve teaching and learning as well as data management through the provision of computers and internet access.
Recruitment drives held	Newspapers in education distributed to children to enhance their learning

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Key achievements 2017

KEY ACHIEVEMENTS

- 5,980 teachers and education personnel trained

5,696 students received exam and school fees

113,328 students received assorted scholastic materials

1,141 classrooms rehabilitated

249 classrooms constructed

6,441 teachers and education personnel remunerated
- 265 toilets constructed

174,748 children enrolled in accelerated learning programme and catch up classes

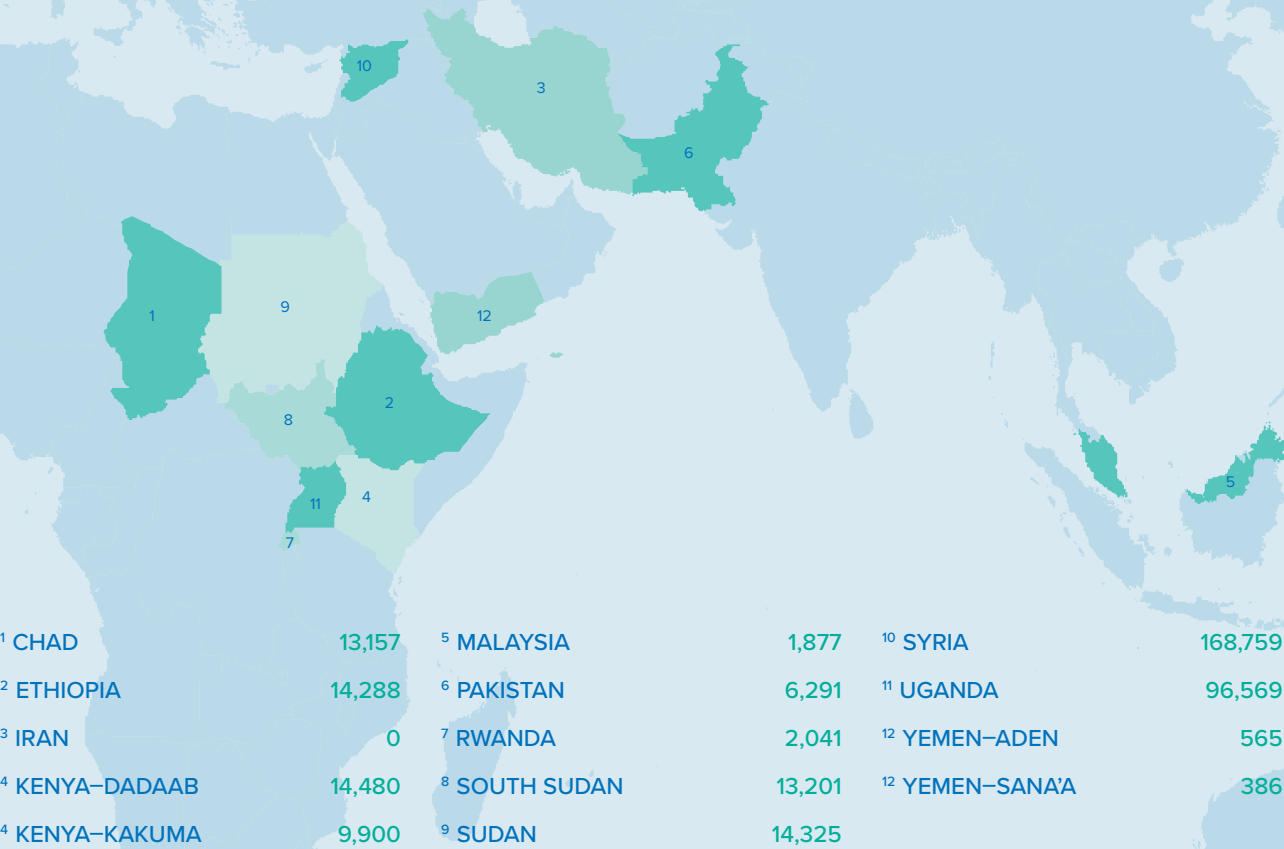
85 sensitisation campaigns for refugee education

57 schools provided with ICT equipment

213 participants trained on data management system

1,526 students with special needs supported

Enrolment figures 2017*



* Enrolment figures of out of school children: 1 January to 31 December 2017
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

The Educate A Child (EAC) multi-year programme continues to make a real difference in the lives of out of school refugee children (OOSC). In 2017, 355,839 formerly OOSC were enrolled in primary education thanks to the programme.

Only 61 per cent of refugee children are in primary education, compared to a global average of 91 per cent. Refugees, who have been forcibly displaced from their homes, experience additional problems in accessing primary education in comparison with their peers. Issues such as the recognition of certification of previous studies, different languages of instruction and curricula, family economic issues and problems created by escalating conflicts are some of the challenges that refugee children face.

Ensuring access to quality education programmes is difficult in displacement situations. Most often, the unavailability and inadequate qualification of teachers, the lack of safe learning sites, as well as the shortage of adequate teaching and learning resources contribute to the problem.

The EAC programme has adopted measures to widen access to quality primary education in 12 countries in Africa, Asia and the Middle East.

2017 was a year of consolidation and optimisation of the EAC programme through improvements in data monitoring and evaluation. The introduction of the Refugee Education Management Information System (REMIS), as well as strengthened reporting via revised and closely

monitored logical frameworks, contributed significantly to improving UNHCR's ability to monitor and evaluate activities undertaken through the EAC programme.

As in previous years, this report begins with an overview of the EAC programme in 2017, organised according to the eight programmatic objectives, together with effective examples of how each objective is being implemented in the field and at Headquarters level. The overview also summarises some of the key challenges offices encountered during implementation and how these were addressed, as well as an introduction to some planned activities for 2018.

Information from each country office is provided, with both narrative and logical framework components.

As forced displacement continues unabated, UNHCR enters the last full year of the EAC programme aware of the need to continue its commitment to expanding access to quality primary education. Recognising that the programme has had a significant impact on the lives of thousands of refugee and internally displaced children, and that needs on the ground continue to grow, UNHCR looks forward to continuing to build on the positive results from 2017 through a new programme starting in 2019.

Introduction

In speaking to the importance of education, the UN High Commissioner for Refugees, Filippo Grandi, states that education “amounts to an investment in the future” of refugee children and is “crucial to the peaceful and sustainable development of the places that have welcomed them, and to the future prosperity of their own countries”. Education remains a key priority for UNHCR, helping refugee children develop skills, support resilience and leading to self-sufficiency and long-term stability. The current EAC programme is rapidly reaching its life of project target of 807,670 and has enabled 682,245 children to enrol in primary education since its inception in October 2015.

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

- 1. **Expand access to education**
- 2. **Improve the quality of teaching and learning**
- 3. **Ensure safe learning environments for children**
- 4. **Promote awareness and advocacy on the importance of education for refugee children**
- 5. **Improve data collection, management and analysis to promote learning and better programming**
- 6. **Strengthen capacity and partnerships with ministries of education and other education actors to enable more refugee children to access school**
- 7. **Emphasise community participation in education**
- 8. **Promote innovation in education programming and interventions.**

Some highlights from the EAC programme implementation, organised according to these objectives, are provided below, while individual country chapters give more detailed information.

EXPAND ACCESS

One of the main objectives of the EAC programme is to expand access to education for out of school children. Our enrolment figures once again demonstrate the very positive impact the programme is having on the lives of refugee children. In total, from the beginning of this agreement in October 2015 until the end of 2017, the programme has enrolled 682,245 children against an initial life of project target of 448,097. To reflect this overachievement, the enrolment target has been increased to 807,670. In 2017 alone, against an initial targeted enrolment of 148,767. 355,839 formerly OOSC have been enrolled in primary education.

Activities that directly facilitated this enrolment in 2017 include the construction of 249 classrooms, and the rehabilitation of a further 1,141. 1,067 new teachers were also recruited and paid incentives so that they could devote themselves full time to educating refugee children. In order to enable families to afford the direct and indirect costs of educating their children, 8,334 cash grants were provided, as well as 5,696 exam and school fees and transport allowances for 2,811 students.

In some locations, new influxes of refugees from neighbouring countries, have necessitated the provision of additional infrastructure and materials for teachers and children. For example, families continue to arrive in the Kalobeyei Integrated Settlement, which is overseen by UNHCR's Kakuma sub-office in Kenya. Being developed as an urban centre, both refugee and host communities benefit from the infrastructure and services provided at Kalobeyei. The centre includes schools, of which three are funded through the EAC programme, enrolling 10,751 children in primary school.

New refugee arrivals continue in Chad, Ethiopia, Kenya, Rwanda, Sudan and Uganda, at times necessitating a reprioritisation of activities to meet their educational needs. In Gambella, Ethiopia, for example, more than 67,000 refugees arrived in 2017, thus increasing the number of children in need of education. At the same time, ongoing conflict in South Sudan, the Syrian Arab Republic (Syria) and Yemen created ongoing instability and often had a negative impact on the delivery of education services. In Yemen, ongoing hostilities led to the disruption of public education services in 75 per cent of the governorates. As a consequence, EAC programme targets had to be adjusted.

Some EAC locations experienced falling populations of refugees. In Dadaab, the overall camp population fell by 34,612 persons in 2017, a continuation of a trend in 2016, as voluntary repatriation, spontaneous returns and resettlement continued. One major effect was the consolidation of Kambioos camp, where refugees who were not willing to repatriate were relocated to different camps, leading to the closure of three primary schools in 2017. Despite this, Dadaab did manage to enrol 14,480 students in the reporting period, which led to a gross enrolment rate of 73 per cent of children in the camp.

Khyber Pakhtunkhwa province, in Pakistan, also saw a decrease in refugee numbers, as repatriation of Afghan refugees in that location continued on a large scale. This led to a consolidation of schools, from 127 to 105, along with a reduction in the number of teachers.

ACCELERATED EDUCATION

Progress has been made in Accelerated Education (AE) programming in 2017 through the following activities:

- **The introduction of global guidance and tools to strengthen the coordination, standardisation and quality of Accelerated Education Programme (AEP) implementation**
- **The organisation of country level AE workshops to strengthen the quality of AEPs in refugee contexts**
- **Mapping at country level to assess the breadth and range of AEPs**

A session on AE was held at the EAC workshop in Copenhagen in May 2017 to introduce the global tools and guidance developed by the Accelerated Education Working Group (AEWG)². The session provided an introduction to AE, looked at definitions, key components and examples of ongoing AE programmes in Ethiopia, Kenya and Pakistan. It also provided an opportunity for operations to identify areas of technical assistance required to support their AEPs. A key area that was highlighted was the lack of harmonisation of AEPs in the operations among stakeholders.

Building on the key recommendation from the EAC workshop and to support a harmonised approach among stakeholders, an AE workshop took place in September 2017 in Kenya for both Dadaab and Kakuma sub-offices. This workshop, co-facilitated by UNHCR and UNICEF, brought together partners, including the Ministry of Education (MoE) and the Kenya Institute for Curriculum Development. The workshop was based on the guidance and tools developed by the AEWG to ensure that harmonisation and any current or new AEP design or expansion was aligned with globally agreed good practice. An additional AE workshop was supposed to take place in Pakistan but

was postponed to 2018. In 2018, AE workshops will take place in several EAC country operations; Pakistan, South Sudan and Uganda, with a follow-up workshop in Kenya.

Furthermore, nine countries implementing the EAC programme completed an Accelerated Education profile where AEPs were mapped against the AEWG Principles for Effective Practice³. This mapping also included the implementing agency carrying out the programme, short AEP descriptions, key areas of intervention and gaps.

ACCELERATED EDUCATION WORKING GROUP

At an international level, the AEWG, convened and led by UNHCR and now in its third year, developed, field tested, and in late 2017 launched, a set of global guidance and tools for AE⁴ to strengthen the coordination, standardisation and quality of AEP implementation both at national and international levels. In 2017, the AEWG also finalised its Learning Agenda. The technical support that UNHCR provides to countries implementing the EAC programme is all based on the global guidance developed by the AEWG. The major objective is to harmonise contextualised approaches for AE in the refugee response using the 10 Principles as the foundation.

IMPROVE THE QUALITY OF TEACHING AND LEARNING

Improvements in the quality of teaching and learning continue to take place under the EAC programme with tangible results.

In Chad, for example refugee students have achieved significant results in national exams. The success rate for the Basic Education Exam increased from 82 per cent last year to 90 per cent. For the third consecutive year,

this rate was above the national average (79.3 per cent in 2017). In Dadaab Kenya, EAC interventions contributed to the maintenance of 150 refugee teachers and the recruitment of 90 national teachers, thus ensuring appropriate syllabus coverage. The programme also supported 122 refugee teachers to undertake certificate and diploma courses in Early Childhood Development. These initiatives led to improved teaching in the classrooms, and ultimately increased the retention rate of learners and their performance in national exams.

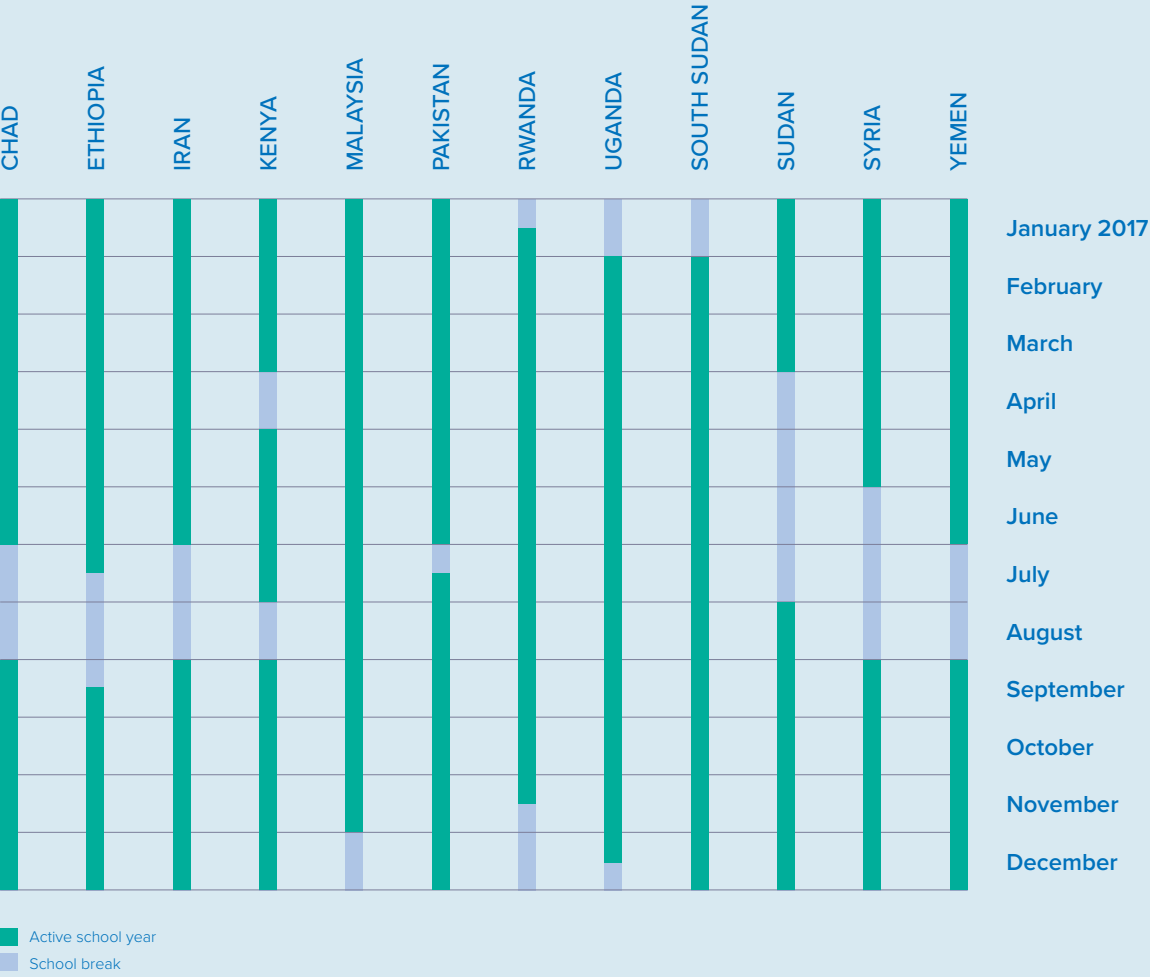
One of the main measures to improve the quality of teaching and learning, once again undertaken in 2017, was teacher training. Certified teacher trainings and workshops on psychological support, child protection, participatory pedagogy and inclusive classroom practice all aimed at enhancing the quality of teaching. In Malaysia, activities focusing on improving the quality of teaching and learning led to a significant increase in children's transition rate from grade three to grade four, from 58 per cent in 2016 to 83 per cent in 2017.

In Chad, pre-service training was enhanced through the provision of scholarships to refugees for their entry into *L'École Normale d'instituteur Bilingue* in Abeche and the *École Normale d'instituteur* in Doba. In 2017, 208 individuals benefitted from these scholarships, and the activity will continue into 2018. In South Sudan, an emphasis on pre-service training has led to an increase of qualified teachers from one per cent in 2016 to seven per cent in 2017 with innovative techniques, such as peer teacher trainings, and lecturers observing teachers in schools and providing feedback, leading to additional improvements in minimum standards. The levels of teacher satisfaction with their work in South Sudan were evidenced by the reduction in teacher turnover to less than five per cent throughout 2017.

1 Left Behind Report, 2017

2 The AEWG is made up of education partners working in Accelerated Education, currently led by UNHCR with representation from UNICEF, UNESCO, USAID, NRC, Plan, IRC, Save the Children, Education Conflict and Crisis Network and War Child Holland.
3 The Accelerated Education: 10 Principles for Effective Practice aim to clarify the essential components of effective Accelerated Education Programmes.
4 All the AEWG tools and guidance plus the learning agenda can be found on the INEE site <http://www.ineesite.org/en/accelerated-education>

School Year Overview



The promotion of activities such as in-service trainings, contributed to improving the teaching capacity of refugee teachers and provided benefits for the teachers themselves. For instance, in Rwanda, teachers who successfully passed training in English and teaching methodologies now teach side-by-side with national teachers and receive equal pay. Not only has the quality of education for their students improved, but the teachers are also rewarded for their efforts.

In refugee village schools in Pakistan, a private teacher training institute provided in-service training to village school teachers, following guidelines set by the Inter-Agency Network for Education in Emergencies (INEE), of which UNHCR is a member. The training was needs-based and focused on classroom management, pedagogy multigrade teaching and active learning.

In some instances, in-service training had a practical objective; for example, a training on online reporting systems for 184 refugee teachers in Malaysia enabled them to accurately input information into the Education Management Information System (EMIS).

Capacity development and capacity building activities were also organised for UNHCR and partner staff who implement the EAC programme at the field level. For example, the Headquarters Education Section organised a workshop in 2017, where the sharing of good practices helped in the cross fertilisation of ideas from different locations. The workshop also provided an opportunity for field staff to receive specific training on cash-based interventions, an initiative meant to support families living in extreme poverty and ensure access to education for refugee children. Child protection issues, as well as financial, programming and communications training were additional areas of focus during the workshop.

ENSURE SAFE LEARNING ENVIRONMENTS

Physical improvements were made in many EAC programme locations to ensure safe learning environments for students and teachers. These ranged from constructing a school fence and gate in Kalobeyei Integrated Settlement to replacing temporary classrooms with permanent structures in different locations, including Chad and Ethiopia.

Apart from physically helping to ensure safe learning environments, UNHCR also addresses the psychological effects of conflict and displacement on students and teachers. For this reason, activities such as the training of 1,616 teachers in Syria on psychological support were facilitated in 2017. This training took place together with the MoE and focused on equipping teachers with techniques to better respond to the needs of their students. In Syria, a network of outreach volunteers, associated with a UNHCR partner, monitored schools in rural Damascus, where UNHCR staff were unable to access due to the ongoing conflict.

In Aden, Yemen, unsafe learning environments within schools were tackled through the engagement of six social counsellors, as well as parent and student groups, awareness raising on specific issues such as SGBV. A referral mechanism on SGBV reporting was strengthened and teachers were trained on its implementation. Furthermore, 40 teachers were trained on the integration of children with disabilities into classrooms.

PROMOTE AWARENESS AND ADVOCACY

All EAC programme locations undertake activities to alert communities to the importance of education and to promote children's enrolment into school. These have a positive impact on enrolment within the wider refugee community. In Sudan, a successful campaign took place with the collaboration of

the MoE. Its goal was to increase enrolment and reduce dropout in six camps in the East of the country. The campaign involved children themselves, sensitising their parents and the community on the importance of education. The event achieved an attendance of more than 5,000 people.

In Rwanda, an OOSC assessment was developed and carried out. Child Protection and Education colleagues collaborated to ensure that the protection reasons for children being out of school were embedded in the assessment. More than 1,400 children and their caregivers across the five Congolese camps in Rwanda were interviewed as part of the study. The initiative generated reliable data on the reasons behind school dropout and suggested the measures that could be adopted to effectively address these issues and to ensure re-enrolment in school. The results of the assessment were shared with various ministries and district education authorities and a plan of action was agreed upon. The assessment is being carried out in Mahama Refugee Camp for Burundian refugees in Rwanda in 2018.

In Kharaz camp in Aden, Yemen, prior to the start of the 2017 school year, a Back to School campaign was conducted, with volunteers visiting refugee families where children were not yet enrolled. Children were referred to their nearest schools and awareness sessions were conducted for their parents.

In Syria, due to multiple displacements, it is difficult to identify and track OOSC. To address this, a network of 2,300 outreach volunteers (comprised of internally displaced Syrians as well as refugees) received information about specific cases and were sometimes able to track down families and support their children's reintegration into school.

At Headquarters level, UNHCR continued to carry out global awareness raising on refugee children's education. This included its ongoing participation in the

Sustainable Development Goal 4 (SDG4) Steering Committee. Regionally, and jointly with UNESCO, UNHCR participated in the SDG4 Forum in Tanzania which led to the inclusion of refugees into the 'Ministerial Statement' for 13 countries in the region, including EAC countries.

Globally, UNHCR took part in a number of other activities to promote awareness raising and advocacy, including UNESCO's International Taskforce on Teachers, INEE's roundtable on Psychological Support and Social and Emotional Learning in Crisis and the INEE Education Policy Working Group, as well as the AEWG.

IMPROVE DATA MANAGEMENT

While the biodata of all registered refugees is captured in UNHCR's ProGres database, the collection of refugee education data was not systematised. Furthermore, refugee education information is often not captured in national EMIS systems, leading to gaps in national planning for, and implementation of educational activities. To address these problems, UNHCR developed REMIS, a custom-built online tool which enables efficient field-level collection, analysis and reporting of refugee education data.

UNHCR collaborated with the UNESCO Institute for Statistics during the development of REMIS to better understand what data needed to be collected to ensure alignment with international sector standards. A minimum set of indicators was established to be recorded in REMIS, including student numbers, their age and sex, as well as special learning needs. It was specifically designed to deliver data which can be aligned with national EMIS systems. REMIS is also interoperable with existing UNHCR platforms.

In 2017, UNHCR began its roll out of REMIS to five EAC programme countries, Kenya, Rwanda, South Sudan, Sudan and Uganda. To facilitate this, a regional training on the use of the system took place

for UNHCR colleagues, partner staff and MoE officials in November 2017. The interactive workshop was combined with a blended learning programme, including online training and assignments, and was overseen by UNHCR's Global Learning Centre. The initial cohort of trainees are in the process of rolling out country level trainings for teachers and school administrators. Further locations are expected to roll out REMIS by the end of 2018.

In some countries, such as Ethiopia and Malaysia, separate, robust, data collection systems are already in place. In Ethiopia, their system was rolled out in collaboration with the MoE, with a view to fully integrating it into the national EMIS system. A report for the 2016/2017 school year was published alongside the Ministry's national report.

STRENGTHEN CAPACITY AND PARTNERSHIPS

Globally, the Headquarters Education Section engages with partners to improve refugee access to quality education. UNHCR has formed a particularly strong relationship with the Global Partnership for Education (GPE), which has led to tangible improvements in locations where GPE operates, including EAC programme locations. In Kakuma Camp in Kenya, for example, GPE liaised with the Kenyan MoE to facilitate the provision of textbooks for the Kakuma schools.

Similarly, as a member of the High-Level Steering Group of Education Cannot Wait (ECW), UNHCR has collaborated with the MoE and other partners in shaping programmes on the inclusion of refugee students in national schools in Uganda.

At a regional level, strengthened partnerships with regional bodies also led to improved implementation of the EAC programme. This was especially true for Africa, where the 2017 Intergovernmental Authority on Development (IGAD) Conference (the IGAD Regional Refugee Education

Conference in Djibouti) led to the production of a Declaration and Action Plan for five out of the seven IGAD member states (Ethiopia, Kenya, Uganda, Sudan and South Sudan). UNHCR also participated in an Education International (EI) workshop in Ethiopia, leading to a declaration of commitment for EI to work with UNHCR on refugee education in four EAC programme countries: Ethiopia, Kenya, Rwanda and Uganda. Jointly with UNICEF, two missions to Dadaab, Kenya, and Uganda were held, leading to a joint mission report and joint capacity building workshop for education partners and the MoE in Uganda. UNHCR continued to chair the Regional Education in Emergencies (EiE) working group that jointly produced two advocacy documents, the SDG 4 EiE/Refugee Education Position Paper and the Call for Action on the Drought Situation in the Horn of Africa and its impact on Education. Finally, a regional joint Child Protection and Education workshop was held for education partners in the region, with EAC partners from Ethiopia, Kenya, Rwanda, South Sudan, Sudan and Uganda in attendance.

At a country level, advocacy activities with MoEs continue to yield positive results. In Malaysia, the MoE has selected 25 Rohingya learning centres as a pilot group to be registered and provided with operating licences in 2018. This is a very positive development and will lead to better quality education in those centres. In Dadaab, ongoing advocacy with the Kenyan MoE has resulted in the camp once again being given permission to construct and rehabilitate school buildings.

Many of UNHCR's education activities under the EAC programme are undertaken by partners, and sometimes changes in these partnerships can lead to delays in implementation. This affected the Islamic Republic of Iran (Iran) in 2017, where internal changes in Government administration delayed UNHCR's partnership agreement with the Centre for International Affairs and Schools Abroad (which falls under the MoE) and caused significant delays to construction and other activities.

“Education amounts to an investment in the future, creating and nurturing the scientists, philosophers, architects, poets, teachers, health care workers and public servants who will rebuild and revitalise their countries”.

Filippo Grandi, United Nations High Commissioner for Refugees

EMPHASISE COMMUNITY PARTICIPATION

Community participation in education activities is encouraged in all EAC programme locations. This is especially important to the success of the EAC programme, as, without community engagement, educational activities have little chance of making an impact on children's access to quality education activities.

In Malaysia for example, a pilot group of five community learning centres developed a series of projects that supported community empowerment and participation. Working group meetings with the learning centres were held throughout the year 2017 and continue to be an effective platform for collaborative efforts.

In Sudan, an exciting initiative took place in 2017 to strengthen community participation in education through parent teacher associations (PTAs). The organisation of PTAs successfully contributed to subsidising administrative running costs in the West Girls Primary School in Um Gargour camp.

The PTA was provided with three tents which they rented out for special occasions. This bought in income which was then used to support school administrative expenses and to purchase student supplies. The PTA retained a small amount of the profits to reinvest into tables and chairs, to further enhance their ability to earn income and continue to support the school in 2018 and beyond.

In Chad, Educating Mothers Associations (AMEs) continue to play a leading role in the monitoring of girl dropout and gender discrimination at the community level. AMEs conducted advocacy and community sensitisation on the importance of education and the promotion of girls' education. For example, the associations have created nurseries for teachers and girls with babies. These efforts have a positive impact on girls' enrolment rates.

PROMOTE INNOVATION

Under the EAC programme, innovation is a key area of focus. Innovative activities that promote access to quality education can provide real breakthroughs on previously intractable problems.

In Sana'a, Yemen, an innovative methodology for supporting child protection activities was introduced in 2017. Child Protection Committees (CPCs) were trained on the use of a secure online platform, whereby case information on child protection incidents could be provided, as well as the types of services rendered and required. The platform is accessible via both laptops and smartphones, giving trained committee members instant access to valuable information.

Rwanda has introduced school orientation sessions in the form of catch-up classes for newly arrived Burundian refugee children, thus contributing to the children's successful integration in school. UNHCR plans to make improvements to the content of these sessions in 2018 to make them even more effective.

OPERATIONAL CHALLENGES

Despite successes in enrolling OOSC through the EAC programme in 2017, there are still large numbers of refugee children who have no access to education. In South Sudan, for example, 42 per cent of refugee children countrywide remain out of school, while in Ethiopia, 35 per cent of primary school-aged children are not in school. Reasons for this are diverse, but not unfamiliar. They include the need for children to take care of younger siblings while their parents work, or the need for children to contribute to household income, especially when there are food shortages. Overcrowded classrooms, under-qualified teachers and lack of teaching and learning materials are also contributory factors. It is worth noting that these issues are not only particular to refugee children, as they often affect national children in these locations as well.

Conflict in many of the EAC programme locations continues to take its toll on education activities. In Sana'a, Yemen, the school year was delayed by one month because of ongoing clashes, and this was

exacerbated by teacher strikes when the Government did not pay their salaries. In Kharaz Camp, in Aden, and similar to 2016, UNHCR staff access to the camp was intermittently blocked and UNHCR had to stay in touch with schools via emails and phone calls.

In Syria, the destruction of school infrastructure and the departure of teaching staff remain critical problems. Schools that stay open often operate double, sometimes even triple, shifts to accommodate the large numbers of children trying to access services. In some parts of Syria, especially the North East, schools which are located close to the town areas do not teach the Syrian national curriculum, and thus students are unable to obtain an accredited education and are considered as school dropout. The few national schools are located far away, and consequently students encounter protection risks on their way to school.

In South Sudan, dropout due to lingering tensions from the conflict that took place between refugee groups in Maban in May 2017 continued to affect school enrolment and attendance levels in that location.

LOOKING AHEAD

As a result of the New York Declaration, and the Comprehensive Refugee Response Framework (CRRF), UNHCR is working with the global community to address the crisis in refugee education. Multi-year planning of activities which seek to combine the best features of humanitarian and development assistance, and which benefit refugees and host community nationals alike, are a feature of the CRRF.

Ethiopia is one of the countries piloting the CRRF, and the Ethiopian Government has prepared a roadmap for implementation, which includes education. Ethiopia has pledged that refugee children will have increased access to primary, secondary and tertiary education.

Progress at a Glance 2017

CHAD
1,511 teachers and directors trained
35,518 students provided with textbooks and other reading materials
20 PTAs supported with savings and loan programmes

ETHIOPIA
596 teachers received incentives
3 ICT centres refurbished
930 desks provided

IRAN
602 students provided with transportation service
1 school constructed and
10 schools under construction
2,100 over-aged and OOSC refugee children received literacy training

KENYA DADAAB
256 administrators, PTAs and SMCs trained on school management
36,314 students received learning materials
80 children with special needs supported with assistive devices

KENYA KAKUMA
726 teachers supported with incentives and salaries
60,000 assorted scholastic materials distributed
1,000 children with special needs provided with assistive devices and learning materials

MALAYSIA
184 teachers and education personnel trained on data management
4,707 students participated in extracurricular activities
76 schools received grants

PAKISTAN
119 teachers provided with scholarships for certified trainings
5,500 portable desks distributed
2,298 female students and teachers provided with health and hygiene kits

RWANDA
291 teachers trained
11,441 students provided with uniforms
110 children with disabilities supported

SOUTH SUDAN
804 teachers and education supportive staff recruited
3,200 desks distributed
2,335 students enrolled in accelerated learning programmes

SUDAN
2,883 students supported with school and exam fees
44 classrooms constructed
1,419 students enrolled in accelerated learning programmes

SYRIA
1,616 teachers and school personnel trained
913 classrooms rehabilitated
8,266 refugee students provided with cash grants

UGANDA
2,455 students provided with exam fees
7,314 textbooks and exercise books distributed
110 toilets constructed

YEMEN ADEN
170 teachers and staff received incentives and salaries
32 classrooms rehabilitated
2,733 students provided with uniforms

YEMEN SANAA
2,310 students provided with uniforms
10 students councils and
1 parents group established
1 back-to-school campaign and
10 awareness raising sessions organised

Chad

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



OOSC Enrolment—Total to date **28,135**



OOSC Enrolment—Reporting period **13,157**



OVERALL CONTEXT

The sudden drop in 2016 in the price of raw materials, including oil, coupled with the deteriorating security situation in the Central and West African sub-regions, have pushed Chad further into a socio-economic recession. This situation did not improve in 2017 and on the contrary, austerity measures have been amplified, including a reduction of civil servant salaries, increases in university registration fees, the price of fuel, and taxes and duties, amongst others.

In reaction to these measures, protests and strikes by public institutions, including those related to education, have caused the prolongation of the school year and increased the student drop-out rate, especially in the first semester of the year.

Despite these problems, the relatively calm security situation in Chad in comparison to its neighbouring countries, makes it a land of asylum and protection for refugees. In addition to the 412,143 refugees and asylum seekers registered in Chad in 2017, the end of year was marked by a new influx of Central African refugees. Fleeing clashes between armed groups in the north of the Central African Republic (CAR), numbers are expected to surpass 20,000. More than 66 per cent of these new arrivals

are children. After an initial education in emergency assessment, a response is underway.

In the first half of 2017 there was a significant drop (over 40 per cent) in the number of children attending schools in the camps/sites in the South. As a result, an assessment was carried out.

Reasons behind the drastic fall in numbers included: the negative effect of the strikes at the beginning of the year, which discouraged parents from paying their children's registration fees for fear that the school year would be incomplete; a reduction in individual assistance coupled with targeted food distribution, which forced some parents to use their children for income generating activities; the spontaneous return of some families to CAR, and the exodus of young people from camps/sites to towns and villages. In response, awareness-raising strategies were successfully carried out in all refugee locations with the participation of all stakeholders.

By the end of 2017, a total of 81,179 children, of whom 49 per cent (39,614) were girls, had access to basic education through 79 primary and 18 lower secondary schools. The total school enrolment rate has increased by 20,580 compared to the number of children registered at the end of 2016.

The conservation of schools as a safe space helped to reassure students and encourage families to send their children and students who are mothers to school. In 2017, 48 day-care centres for children aged under three welcomed more than 2,686 children, allowing students who are mothers and teachers to continue their education. To promote child protection, 21 trainings on children's rights were organised in the refugee camps for 2,686 participants.

SGBV prevention activities continued via SGBV clubs and peer educators (child protection) in all schools, as well as through the Educating Mothers Associations (AMEs) which continue to play an important role in promoting education for girls. AMEs follow-up on cases of girls dropping out and SGBV cases. These efforts have contributed to preventing decreases in girls' enrolment.

In 2017, Chad, with the support of the local education group of which UNHCR is part, finalised a new interim education plan for 2018/2020 which takes into account the needs of refugee children. UNHCR Chad also finalised its Multi-Year, Multi-Partner Plan, a new multi-year planning approach which, for education, seeks to achieve the full integration of camp/ refugee schools into the Chadian national system by 2021.



Hanan is an active member of the Educating Mothers Associations (AMEs). As a volunteer, she actively advocates for the importance of education and schooling for children,

especially children with special needs. Her motivation lies in the help she is providing others. She wants her community to be “better educated when returning to Sudan.”

During the year, seven MoUs were signed with public academic/teaching institutions and operational partners for the initiation of instruction for teachers and students in Masalit language, an ethnic dialect spoken in Western Sudan and Eastern Chad, and for the construction of nine classrooms at Gaga camp. The curriculum for primary schools offered by the Chadian education system includes lessons held in both official and national languages. Currently, students in grades three to six receive five hours per week of lessons conducted in Masalit language, while the other classes are taught in Arabic.

IMPACT

Despite disturbances in access to education caused by the civil servant strikes, the end of the school year saw an exceptional enrolment increase of 13,157 children compared to 2016 end-of-year figures. This is the first time that end-of-year figures are so much higher than mid-year figures of the same year. This is the result, among other elements, of an awareness-raising strategy put in place in August with the participation of all stakeholders: the refugee community through the parent associations and community leaders, partners, UNHCR, the local education authorities and for the first time, the administrative authorities.

In November, UNHCR led a workshop on the harmonisation of community contributions to refugee education with 35 participants including refugee representatives, the Ministry of National Education, civil society leaders, the U.S. Bureau of Population, Refugees and Migration (BPRM), and UNHCR implementing partners. The first 13 resulting recommendations were in regards to school fees, including for UNHCR to pay school grants for children with special needs or OOSC directly to PTAs.

This recommendation will be implemented at the beginning of the 2018/2019 school year, thus reducing barriers to access. In this light, in 2017 registration fees were paid for 5,248

children with special needs in Gore. This figure was possible because of the promotion of Cash Based Interventions (CBIs) in assistance and the strategy in place to increase enrolment rates in southern Chad, where the drop-out rate was over 40 per cent.

The number of teachers decreased from 1,442 to 1,325 (385 women), out of which 30% were qualified. The decrease can be explained in part by the fact that some teachers were admitted to university or training institutions to continue their studies, while a small number left the country under the resettlement programme. Increased incentives for 1,316 teachers contributed to the prevention of resignations.

In terms of infrastructure, 32 classrooms were built in durable materials and equipped with 920 table-benches and 4 management offices, 4 warehouses and 50 latrines were constructed. Specifically, 14 of the afore-mentioned classrooms were constructed through direct community involvement and by using local materials. An additional 21 classrooms were constructed/rehabilitated in the Sudanese and Nigerian camps. The improvement of school facilities contributed to decreasing the ratio of students per classroom from 1:94 in 2016 to 1:82.

The qualifying trainings for the third cohort of community teachers (208 persons) took place at Abeche's Bilingual Teachers' Training School and the Normal School of Teachers of Doba. They will continue in 2018 and will contribute to improving the number of qualified teachers.

For the third consecutive year, the academic performance and results of refugee students in national exams has been significant. The success rate for the Basic Education Exam (BEF) increased from 82 per cent last year to 90 per cent. Also for the third consecutive year, this rate was above the national average (79.3 per cent this year). In five of the camps, the success rate was 100 per cent. At the start of the school year in

October, school and teaching supplies, textbooks and teaching guides that had been purchased in the first half of the year were distributed to 35,518 children.

The use of ICT equipment helped to alleviate the effects of remote locations and helped to reduce resource needs. Six meetings (two education coordination; four technical education group) were held by videoconference. This encouraged the participation of a greater number of education actors from all offices, at a lower cost. In the same way, the use of tablets in the collection and management of EMIS data allowed for a more efficient use and storage of the data collected.

Accompanying the introduction of tablets for data management, EMIS training was provided to UNHCR colleagues, partner staff and local education authorities. The use of tablets reduced collection times, streamlined data management and increased reliability. All camps/sites have been equipped with a tablet. The three statistical reports for the year 2017 have been produced and shared for better information, planning, implementation and fundraising purposes.

Four coordination meetings were held with the MoE, implementing partners, the PTA Union Federation, BPRM and UNICEF. Twelve meetings of the technical education group were also organised to address the specific concerns over some aspects of education. UNHCR also participated in ten education cluster meetings, six meetings of the local education group, two monthly meetings at the prime ministerial level, and in meetings with other education agencies and partners for UNDAF.

The participation in these different forums helped to ensure that refugees' needs were taken into account in national programs (for example, the Emergency Program for Basic Education in the Lake region, Education Cannot Wait) and sector plans in education such as the Interim Plan for Education in

Chad (PIET) 2018/2020. This plan has been submitted to the GPE (Global Partnership for Education) for funding.

Field missions were organised to follow-up on activities being implemented, and jointly with the Ministry for the signature of the MoUs and to advocate for the full integration of refugee students into the national education system.

One of the key accomplishments at the end of the year was the number of children registered at school at the beginning of the school year. This is the first time that the number of children at the beginning of school year was higher than those end of the previous school year thanks to strong sensitisation campaigns with the involvement of all stakeholders.

Innovation-wise, during the first training session of community teachers at Abeche's Bilingual Teachers' Training School, CBIs were introduced in place of providing restaurant meals. This served to motivate, empower and increase teachers' dignity.

In N'Djamena, school fee assistance payments were made in two phases. A first payment was made to cover registration costs and other primary needs and the second payment was done after presentation of the registration receipt. This strategy not only encouraged registration of children/youth in schools, but also facilitated post-distribution monitoring.

Further, 2017 saw the introduction of teaching in the Massalit mother tongue programme for more than 4,264 students in six refugee camps in the east of Chad. Recognising teaching in mother tongues as a means of improving the quality of education, for both students and teachers, a MoU was signed between UNHCR and the Summer Institute of Linguistics.

CHALLENGES AND LESSONS LEARNED

One of the major challenges was the strike by public institutions, including education institutions, which caused increases in the drop-out rate, especially in the first semester of the year.

Also, as a result of reductions in assistance and targeted food distribution in certain camps, some parents increasingly used their children in pastoral activities or other small businesses to generate income. This was in spite of the awareness campaigns on the importance of education conducted with the communities' support. UNHCR and its partners have increased livelihood activities for the operation as a whole, which will contribute to addressing some of the issues encountered in education as well.

The refugee community is becoming better organised and more involved in all activities through School Management Committees (SMCs). These took longer to establish in some camps, but they deserve support and encouragement in light of the conclusions of the Forum on Harmonisation of Community Contributions to Education. The communities' involvement should be present from the outset in all activities. At present there is only one SMC per location, but after a pilot period this will be expanded to each school.

The most difficult OOSC to reach continue to be those who leave the camp with their family to settle in host community villages. These movements are made primarily in search of income generating activities. With the promotion of the out-of-camp strategy, activities need to be expanded outside of the camps and a protection monitoring mechanism must be put in place for these children.

This would help ensure their enrolment in host community schools. This approach can also lead to the filling of some of the needs for construction and equipment in these communities. In 2017, some monitoring of refugees settled in villages around the camps was carried out. Awareness campaigns were also extended to these groups. With the out-of-camp policy, whereby new refugees are encouraged to settle close to villages rather than in traditional camps, facilitating integration between the two communities (refugee and host community) and promoting autonomy and dignity, more activities, including educational activities (such as classroom construction, providing school materials and kits, awareness campaigns, and monitoring out of school children), will be undertaken in these villages in 2018.

Activity Chad		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 2018
Objective 1: Expand access to education				
School grants for OOSC	Iriba	2,800 individuals	No activities planned	2,800 individuals
	Farchana	2,500 individuals	No activities planned	2,500 individuals
	Gore	4,200 individuals	5,248 individuals	2,100 individuals
	Goz Beida	1,600 individuals	No activities planned	1,600 individuals
	Dar es salam site (Lac Region)	5,200 individuals	0	1,500 individuals
Exam fees provided for vulnerable children	All camps	4,174 individuals	1,257 individuals	1,600 individuals
Purchase wooden desks for classrooms and prevent children from sitting on the ground. These desks will seat 3 students each. This will improve the children's learning environment and hopefully also increase motivation of parents to send more children to school.	Mile, Kounoungou, Touloum, Iridimi, Goz Amer, Djabal, Farchana, Gaga, Bredjing et Treguine, Diba	3,070 desks	920 desks	700 desks
Construct/rehabilitate classrooms and latrines to meet the standards and create additional learning space for the OOSC	Mile, Kounoungou, Touloum, Iridimi, Goz Amer, Djabal, Farchana, Gaga, Bredjing Treguine, Diba, Moyo, Amboko, Dosseye, Doholo, Timberi, Belom	164 classrooms 80 latrines	32 classrooms 50 latrines	66 classrooms
	Dar es salam site (Lac Region)	45 classrooms	21 classrooms	12 classrooms
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	1,303 individuals	1,300 individuals
Certified teacher training at the Normal School of Bilingual Teachers of Abeche (ENIBA) and at the Normal School of Teachers of Doba (ENID)	All camps	395 individuals	208 individuals	208 individuals
Teacher's incentives	All camps	1,600 individuals annually	1,303 individuals	1,300 individuals
	Dar es salam site (Lac Region)	13 individuals annually	13 individuals	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 provided	1,303 kits and material teaching aides	1,300 kits and material teaching aides
	Dar es salam site (Lac Region)	48 individuals	0	No activities planned
Students provided with books and other reading materials	All camps	49,436 individuals	35,518 individuals	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 + 2 sites	All camps	22 campaigns annually	22 campaigns	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	20 locations

Ethiopia

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



OOSC Enrolment—Total to date **46,765**



OOSC Enrolment—Reporting period **14,288**



OVERALL CONTEXT

The refugee operation in Ethiopia is characterised by both protracted and very complex emergency situations, with a steady influx of refugees. In 2017, Ethiopia hosted a total of 892,555 refugees and asylum-seekers from over 21 countries and continued to be the second largest refugee hosting country in Africa. The majority came from South Sudan (421,867), Somalia (253,889) and Eritrea (164,668), as well as Sudan (44,386), Yemen (1,771) and other countries (5,974). The majority of the refugees are accommodated in 26 camps across seven regional states, while a few reside in major cities and towns. From the total refugee population in Ethiopia, some 44 per cent are school-age children (3-18 years old).

Specifically, Gambella region received over 67,000 new arrivals throughout 2017. This new influx increased significantly the number of school-aged children in need of additional learning spaces and facilities. In order to maintain the continuity of education, additional temporary classrooms were activated and teachers were recruited. In Assosa, a new camp was opened in 2017 to respond to the influx of South Sudanese refugees.

Although the country expressed reservation to the provision of

education within the 1951 Refugee Convention, refugee children in Ethiopia are granted equitable access to formal schooling alongside nationals in elementary schools. The Government is further expanding this opportunity aligning it with one of the nine pledges made at the Leaders' Summit on Refugees in September 2016, in New York. Accordingly, the Government has committed to “increase enrolment in primary, secondary and tertiary education to all qualified refugees without discrimination and within the available resources”.

Moreover, the Government prepared a roadmap which details the implementation of each of the nine pledges, including education. Ethiopia is one of the countries piloting the implementation of the Comprehensive Refugee Response Framework which will catalyse the realisation of such pledges through a whole-of-society approach.

IMPACT

The primary school gross enrolment ratio in 2017 increased by 12 per cent compared to the 2016 academic year. A total of 14,288 (8,461 boys and 5,827 girls) new students were enrolled in 58 camp-based primary schools, as well

as in over 166 government schools in urban centres. In absolute numbers, the gross enrolment increased from 118,275 (70,668 boys and 47,607 girls) to 132,563 (79,170 boys and 53,393 girls) due to expansion of primary schools in new and older camps. The total elementary school gross enrolment rate has reached 72 per cent which is close to the Government's pledge of 75 per cent.

The EAC programme contributed to increasing access to quality primary education through a wide range of activities such as the construction of 24 additional classroom facilities, the provision of assorted scholastic materials, including 6,500 school uniforms and ICT equipment in three primary schools, and the implementation of retention incentives for refugee teachers.

The construction of four classrooms in Semara (Aysaita camp), hosting Eritrean refugees in Afar Region, has enabled young refugee girls and boys to reduce the distance to schools from 10 kilometers to less than 1 kilometer. These additional classrooms supported by EAC have enabled refugees to access upper primary grades

In 2017, the EAC project has largely contributed to a quality improvement in education programmes through the

training of 293 teachers, the provision of 94,285 textbooks and 26,670 reference books, the establishment of two libraries, two computer labs and e-libraries, and by furnishing another two libraries with teaching-learning and reference materials.

Continuous professional development training for 293 professional teachers across 59 refugee schools in the country, was organised and facilitated by the College of Teacher Education in five regions. The training contents were identified by the teachers themselves. The topics included active teaching methods, lesson planning, assessment of student achievement, classroom management, psychosocial support, inclusive and special needs education and code of professional conduct for teachers. Additionally, the modules enabled peer-to-peer discussions as well as evaluation processes for the teachers' continuous development. This training was the first one of its kind in many years.

In Jijiga, 24 new desktop computers were procured and installed in three primary schools. In Assosa, all the 24 desktops procured last year have been made fully functional in three primary schools. Teachers have been using the computers to refer to supportive reference materials already downloaded. Teachers also make use of the equipment for lesson planning and record keeping of students that were otherwise available only in hardcopy. In Assosa, one library was built and the other two existing ones were furnished with relevant teaching aids and learning materials.

Implementation of an EMIS was rolled-out at end of 2016 in close collaboration with the MoE of Ethiopia. EMIS reports for 2016 and 2017 had been validated, and the draft report was produced for publication along with the national report. UNHCR has strengthened its partnership with UNICEF and the MoE for the process of fully integrating EMIS with the national system.

CHALLENGES AND LESSONS LEARNED

Although concerted efforts have been made to increase access to quality education for refugee children in Ethiopia, challenges still remain in the areas of access, quality, equity and safe learning environments. About 35 per cent of primary school-age children are still out of school, schools and classrooms are overcrowded and about 40 per cent of teachers are unqualified. Education materials are in short supply and the majority of the refugee schools still do not fulfil the minimum standards of a safe learning environment. On average, there is one teacher for 80 students while each classroom (in double shifts) serves over 100 students. In terms of opportunities, however, there is an increasing awareness about refugee education needs by donors and partners who by making contributions, improve multi-year educational programming.

Finally, there have been encouraging trends in collaborative approaches between humanitarian and development partners through which UNHCR has been exploring and expanding on existing and potential opportunities for improving access to quality education for refugees. Coordination has been strengthened and partnerships on education broadened with the MoE, ARRA, international and national non-governmental organizations, UNICEF, GPE, ECW and with further donors such as DFID, IKEA Foundation, the World Bank, as well as with the refugee and host community. Joint fundraising, advocacy, planning and implementation are increasing the likelihood of an integrated approach between refugee and national education system.



A refugee boy smiles as he makes his way to school at Nguenyiel camp in Ethiopia. Due to funding constraints, his school only goes up to fourth grade. Without further

support from donors, refugee children like him will not be able to finish their education.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 2018
Objective 1: Expand access to education				
Procure school furniture (TG & BM) and student desks	Assosa	160 school furniture 1,160 student desks	Activity completed	
Provide desks, tables and school supplies (blackboards)	Shire	335 desks	55 desks	No activities planned
Procure student desks for the new Nguenyile primary school	Gambella	875 desks	875 desks	Activity completed
Construction of additional classrooms	Gambella	32 classrooms	12 classrooms	No activities planned
Construct additional new classrooms (Expansion of the primary education services into a fourth camp)	Assosa (Tsore Camp)	24 classrooms	8 classrooms	No activities planned
Construction of a library	Assosa (Tsore Camp)	1 library	1 library	Furnishing with necessary furniture, equipment and books
Construction of 3 blocks of 4 rooms in each camp (SH, TG & BM)	Assosa	12 classrooms	No activities planned	No activities planned
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 classrooms 1 library	No activities planned
Build and /or rehabilitate sex-segregated latrines	Gambella	8 blocks	4 blocks 24 latrines	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	Addis Ababa for Kenya- Borena Refugees	15 tables 60 chalk packs 16 blackboards 4,500 workbooks	Activity completed	
Provide school uniforms	Shire & Semera	6,300 uniforms	6,500 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	Gambella	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	Jijiga	3,600 uniforms	Activity completed	
Loading and unloading of students uniforms	Jijiga	1 distribution	Activity completed	
Objective 2: Improve the quality of teaching and learning				
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 (900 in 2015, 2,500 in 2016 and 2,500 in 2017)	Addis Ababa for Kenya- Borena Refugees	5,900 textbooks	Activity completed	
Increase access to reading materials (Teachers guides, reference books)	Addis Ababa for Kenya- Borena Refugees	7,927 reference books	Activity completed	
Provide teaching and learning supplies	Gambella	74,856 reference books	22,500 reference books	Activity completed
Provide student supplies (exercise books, pens, etc.)	Assosa	Up to 13,500 students annually	12,255 students	No activities planned
Provide textbooks and increase access to reading materials	Gambella	145,021 textbooks and reading materials	62,921 textbooks 4,170 reference books	No activities planned

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	26,645 textbooks	Activity completed
Exercise books, pens, blackboards and other education materials	Addis Ababa for Kenya- Borena Refugees	3,000 student supplies	No activities planned	No activities planned
Incentive payment for teachers	Addis Ababa for Kenya- Borena Refugees	12 teachers annually	12 teachers	12 teachers
Recruit teachers and pay incentives	Jijiga	124 teachers annually	124 teachers	124 teachers
Recruitment & payment of incentive to refugee teachers	Assosa	230 teachers annually	197 teachers	230 teachers
Provide student textbooks and reading materials	Shire	30,845 textbooks and reading materials	4,719 textbooks and reading materials	5,000 textbooks and reading materials
Recruit teachers and pay incentives (ADH and Hits)	Shire	59 teachers annually	59 teachers	59 teachers
Provide incentive and salary for teachers	Semera	40 teachers annually	34 teachers	40 teachers
Pay teachers' salary and incentives	Gambella	Up to 170 teachers annually	170 teachers	100 teachers
Conduct teacher training (continuous professional development) in all locations except Kenya Borena and Dollo Ado	All locations	293 teachers annually	293 teachers	293 teachers
Objective 4: Promote awareness and advocacy on the importance of education for refugee children				
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	
Objective 5: Improve data collection, management and analysis to promote learning and better programming				
Education Management Information System established	Semera	1 system established	Activity completed	
Objective 6: Strengthen capacity and partnerships with ministries of education and other education actors to enable more refugee children to access school				
Strengthen capacity amongst stakeholders (Basic Education Programming capacity building training)	Semera	28 individuals	Activity completed	
Capacity building for multi-functional team on Education	Semera	11 individuals	Activity completed	
Objective 7: Emphasise community participation in education				
Training for PTAs 28 ppl (7 per zone) – quarterly / 1 day	Addis Ababa for Kenya- Borena Refugees	28 individuals	Activity completed	
Objective 8: Promote innovation in education programming and interventions				
Provide access to computers in formal education and expand access to reading material, literature and resource material through the provision of eBooks both for students and teachers	Jigiga Camp	24 desktops and two 17KVA power generators for three primary schools	24 desktops 2 generators	Activity completed

Iran

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



OOSC Enrolment—Total to date **9,610**



OOSC Enrolment—Reporting period **0***

* Due to challenges accessing data held by the Government of Iran, this number does not represent actual enrolments.

OVERALL CONTEXT

The Islamic Republic of Iran (Iran) is the fourth largest urban refugee hosting country in the world with an estimated 3 to 4 million Afghans residing in the country in 2017. This includes 951,142 registered refugees (Amayesh identity card holders), 620,000 Afghans who hold national passports and Iranian visas as well as an estimated 1.5 to 2 million undocumented Afghans. A large proportion of Afghans living in Iran are second and third generation.

In an attempt to address the Afghan refugee situation through a regional initiative, the Governments of Afghanistan, Iran, and Pakistan, with support of UNHCR, developed the Solutions Strategy for Afghan Refugees (SSAR) in 2012. The Solutions Strategy offers a comprehensive and integrated framework for joint interventions aimed at facilitating voluntary return and sustainable reintegration, while at the same time providing assistance to host communities. The objectives of the SSAR are to ensure access to education, health care, and livelihood opportunities as well as legal and social protection, which effectively empowers Afghan refugees in Iran as well as contributes to their sustainable reintegration upon return to Afghanistan.

In view of the above, the SSAR Framework was realigned in June 2016 to focus on supporting host countries to create a sustainable environment for Afghans in countries of first asylum. Based on these developments UNHCR realigned its strategic priorities within the framework of the SSAR and launched the “UNHCR Regional Plan: Building Resilience and Solutions for Afghan Refugees in South-West Asia” in June 2016. The Regional Plan reconfigured UNHCR’s activities into a set of “Resilience and Solutions Measures” designed to mitigate the displacement of the Afghan population within and beyond South-West Asia by ensuring dignified and safe stays, as well as increasing prospects for more viable solutions, in particular for the large youth refugee population.

In line with the Regional Plan, UNHCR in Iran supports interventions benefitting refugees in the areas of health, education and livelihoods, in particular supporting the efforts of the host country to ensure the access of refugees to national services, with a particular emphasis on youth and community empowerment.

The “Resilience and Solutions Measures” applicable to UNHCR in Iran from July 2016 to December 2017 include:

1. Access to protection (legal and policy framework)
2. Access to basic services, including health care
3. Youth empowerment through education, skills development and livelihood support
4. Durable solutions, including voluntary repatriation and resettlement
5. Advocacy, coordination and partnership

The Government of Iran, through the Bureau for Aliens and Foreign Immigrants’ Affairs (BAFIA) of the Ministry of Interior, is responsible for registering refugees and issuing Amayesh cards. Following the Supreme Leader’s decree in 2015, granting Afghan children, regardless of documentation, access to schools, there have been significant developments for the refugee community in Iran.

In 2016 the Government also waived additional fees of USD 70-90 that Afghans had to pay to attend school. Therefore, in the scholastic years of 2015-16 and 2016-17, an estimated 400,000 Afghan students were enrolled in schools. In relation to the scholastic year 2016-17, undocumented children enrolled in public schools were provided with Blue Cards to document their legal enrolment. While Blue Cards do not offer official

documentation status, they provide some form of temporary protection..

The EAC programme is contributing to the achievement of inclusive and quality education for all and promoting lifelong learning. Major progress has been made towards increasing access to education and enrolment rates at schools, particularly for undocumented children. The support provided under this project is critical to support the significant efforts and inclusive policies that the Government of Iran introduced, to provide access to all Afghan children either documented or undocumented, to education.

IMPACT

Based on the Government’s assessment in 2016, it is estimated that around 15,000 classrooms are required to provide adequate education space for Afghan refugee children as enrolment numbers grow due to the Supreme Leader’s decree and new registration regulations and practices.

In April 2017, UNHCR signed a tripartite project partnership agreement with BAFIA and the MoE to increase the number of school constructions in order to provide education space and a safe learning environment for refugee children. The current agreement entailed construction of 11 schools in ten provinces in areas where many refugees reside (Tehran, Tehran Counties, Markazi, Yazd, Khorasan Razavi, South Khorasan, Golestan, Fars, Isfahan, and Kerman). Out of these 11 schools, eight will be constructed with 12 classrooms and three with six classrooms. Each classroom has the capacity to accommodate 30 to 35 school-aged children, both Afghans refugees and Iranian students from host communities.

Once fully constructed and operational, these schools will enhance Afghan children’s access to education and offer a safe and quality environment and improve coexistence between refugees and the host population.

The total number of beneficiaries is expected to be 6,840, and it is worth noting that additional children continue to benefit from this contribution annually as the newly constructed schools will provide improved educational access for refugee children in the future. It is also expected that the construction of these schools will result in an increase in the number of refugee girls enrolled in schools, strengthening the protection space for refugee girls and having a favourable impact on safe learning environments. These schools are expected to be operational for 2018/2019 scholastic year, which starts in September 2018.

In addition to expanding physical infrastructure for education, UNHCR planned supportive measures in the EAC programme to encourage refugee communities to enrol and retain out-of-school children in the formal education system including:

- Organising hygiene awareness sessions and distributing hygiene kits to school students in two provinces (Sistan Baluchistan, and Hormozgan)
- Conducting life skills training (inclusive of distribution of life skills booklets and required stationery) for students and their parents in two provinces of Tehran and Tehran Counties
- Procurement and distribution of educational (stationery) kits for students in two provinces (Sistan Baluchistan, and Hormozgan)
- Procurement of educational, IT, sport equipment and learning material for school, libraries in order to improve the quality of education services in four provinces (Golestan, South Khorasan, Sistan Baluchistan, and Hormozgan)
- Providing transportation services to students residing in remote areas far away from schools in Saveh, Songhor, Sarvestan, Jahrom, Dalaki, Bani Najar, Azna, Meybod, Ardakan, and Taft

Due to the focus on the school construction where critical and immediate needs had been identified, the implementation of these activities has been postponed from the second half of 2017 to 2018.

Due to a more focused approach and increase of prices and costs of services countrywide, the number of locations targeted was decreased and thus the total number of beneficiaries reduced. For example, the procurement of educational/IT/sports equipment and learning material for schools/libraries was limited to 4 provinces instead of 8 initially targeted.

A separate tripartite agreement was also signed by UNHCR, BAFIA and the Literacy Movement Organization (LMO) in June 2017. This agreement entails organisation of literacy courses for 2,100 over-aged children and adults. Literacy courses are organised at two levels; the first level covers grades 1 to 3 and the second level covers grades 4 to 6 of primary school. One thousand one hundred beneficiaries for literacy and 1,000 beneficiaries for transition courses have benefitted in 10 provinces of Khorasan Razavi, Qom, Kerman, Tehran Counties, Semnan, Alborz, Khuzestan, Lorestan, Isfahan and Fars. Both literacy and transition courses have been implemented and the certificates for the 2,100 beneficiaries have been issued.

Through organising education working group meetings on a monthly basis, UNHCR has continued to enhance its coordination and collaboration with UNICEF, UNESCO, Norwegian Refugee Council, Danish Refugee Council and Relief International who are engaged in education programmes benefiting refugees and undocumented Afghans in Iran. The working groups’ focus has been on capacity building workshops on education, monitoring of school fees, and exemption criteria for refugees, as well as the sharing of information, knowledge, and experience while preventing an overlap of interventions.

Iran

Girls' education brings positive changes in Saveh Settlement

“At school I play balls with my friends, and I want to read story books in my leisure time this summer”.

Noshin 10-year-old refugee girl

The Islamic Republic of Iran (Iran) remains the world's fourth largest refugee-hosting country, with one of the largest and most protracted Afghan refugee populations (in 2017, 97% of the 979,000 refugees in Iran were Afghans). Iran great strides have been made to enhance refugee access to education.

Born and raised in a family of 10, the 10-year-old Afghan refugee girl Noshin lives together with her family in Saveh Settlement.

In the conservative community, many girls are denied education or forcibly pulled out of school after second or third grade, based on a widely-held belief that girls should stop interacting with males outside the family at the age of nine.

Noshin's father, Ali*, is an influential community leader as well as a

member of the refugee council in the Settlement. He has been living in Iran since the age of 18. Ever since, he has succeeded in bringing about many positive changes in his community, particularly in education of girls.

He is a father who really cares for the education and the future of his daughters. He also encourages men in his community to send their children, particularly girls, to school.

“Illiterates cannot have a happy life” he says. “I have a dream for my children to go to school and continue their education to be useful for their community”.

To help improve the retention of female students, through its programme Educate A Child (EAC), UNHCR, has teamed up with multiple partners to fund the construction

of a 12-classroom school in Saveh settlement in 2016. Also, a series of campaigns for girls' education were spearheaded jointly by local Bureau for Aliens and Foreign Immigrants Affairs and UNHCR, including focus group discussions with refugee council members, adolescents and parents from different ethnic groups.

As well, key figures amongst the community such as refugee council members have been targeted to pioneer in sending their daughters to school so as to encourage the other community members to follow the same practice.

By virtue of the recent developments, Noshin was enabled to finish her first grade in the past scholastic year.

“I am very happy. Now I can write my name and the names of my family members”, she says gleaming, and



Afghan and Iranian students sit in the shade learning a new game at Sadr primary school in Iran. The EAC programme in the country is helping to achieve inclusive and quality

education for all, and to improve the coexistence between refugees and the host population.

a beam of happiness spreads across her face.

Ali also believes that his daughter has improved a great deal:

“Noshin has changed a lot since she started going to school this year. Now she can express herself in a better way and has a voice in the family. As a literate member, she gives her opinion on daily life decisions”, he affirms.

Statistics show a 17 per cent increase in enrolment rate of female students in the settlement in the last scholastic year. Noshin is one of the many talented girls who are now happily pursuing their education, paving the way to a brighter future.

**Noshin and Ali's names have been changed to protect their identity.*

CHALLENGES AND LESSONS LEARNED

A key challenge in 2017 has been to ensure the smooth implementation of the project due to the presidential election in May 2017 and the subsequent new administrative environment. As of April 2018 one school has been constructed and the construction of all 10 schools was in progress and it is expected that the construction of all schools will be completed in 2018, and be operational for the next scholastic year.

To compensate for the time elapsed, UNHCR in coordination with BAFIA and SRO is closely following up with concerned authorities, and is carrying out systematic and regular monitoring visits to construction sites, to ensure that projects are completed in accordance to the work plan.

In order to ensure that the adopted supportive measures in the EAC programme activities yield the desired results in encouraging refugee communities to enrol and retain out-of-school children in the formal education system, life skills and hygiene trainings will be carried out in 2018.

There are some difficulties in reaching refugee girls within conservative communities and convincing their families to send their girls to school. UNHCR aims to overcome cultural barriers which reinforce traditional understanding of gender roles. One of the measures adopted to address this issue, and which has been discussed with the MoE, is to hire more female teachers to encourage increased participation of female students.

UNHCR continues to put greater emphasis on community service functions to improve outreach to refugee communities as well as community-based interventions. Conducting joint needs assessments in refugee neighbourhoods with BAFIA and cooperating directly with communities in addressing their needs and concerns have allowed UNHCR to better identify refugee girls in need of schooling within conservative communities and incrementally bring

about the change of attitude through sustained awareness-raising efforts via direct and candid interaction with refugee communities.

In addition to community outreach, UNHCR assisted WFP in coordinating with the MoE to implement a policy which used take-home rations of fortified vegetable oil as an incentive for girls to attend primary and secondary school, encouraging families to enrol girls in school to continue their education.

With regard to statistical information about out-of-school children, UNHCR will continue to discuss and work with the MoE for greater data availability, in order to firmly ground UNHCR's education interventions within the evidence-based approach and successfully identify and assist out-of-school children in Iran.

Regarding 2018 activities, it should be noted that the Government presented to UNHCR a need for enhanced focus on the construction of schools.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 2018
Objective 1: Expand access to education				
Construction and rehabilitation of schools in high refugee populated provinces	Eight provinces with high refugee population	41 schools	1 school constructed 12 classrooms 10 schools under construction	Finalisation of the construction of 10 schools contracted
Provision of transportation services to vulnerable refugee students	FOT (Qom) SOS (Fars, Bushehr, Khuzestan) SOM (Gorgan, Gonbad) SOK (Kerman)	140 students annually	602 students	140 students
Objective 2: Improve the quality of teaching and learning				
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	2,100 students	3,000 students
Procurement of educational/IT/sport equipment/learning material for schools/libraries	FOT (Robat Karim, Malard, Semnan, Kashan, Esfahan)	3,500 students benefit annually	3,960 students	3,500 students
	SOS (Fars, Bushehr)			
	SOM (Mashad, Gorgan, Gonbad, Birjand, TeJ)			
	SOK (Kerman, Yazd)			
Procurement and distribution of education kits (stationery)	FOT (Robat Karim, Malard, Semnan, Kashan, Esfahan)	8,250 stationery supplies	8,250 stationery supplies	No activities planned
	SOS (Fars, Bushehr)			
	SOM (Mashad, Gorgan, Gonbad, Birjand, TeJ)			
	SOK (Kerman, Yazd)			
Objective 3: Ensure safe learning environments for children				
Organization of hygiene project/awareness sessions together with the distribution of hygiene kits in Kerman and Yazd	FOT (Kashan, Qazvin, Qom, Semnan, Paakdasht, Varamin, Tehran)	12,000 students annually	2,758 students	2,000 students
	SOS (Fars)			
	SOM (Mashad, Gorgan, Gonbad, Birjand, Torbat-e-Jam)			
	SOK (Kerman, Yazd)			
Objective 7: Emphasise community participation in education				
Organization of life skills training for refugees and their parents	FOT (Esfahan,Qazvin, Qom, Tehran)	5,000 students and parents annually	1,602 students and parents	2,000 students and parents
	SOS (Fars, Bushehr)			
	SOM (Mashad, Gorgan, Gonbad)			
	SOK (Kerman, Yazd)			

Kenya Dadaab

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



OOSC Enrolment—Total to date **38,038**



OOSC Enrolment—Reporting period **14,480**



OVERALL CONTEXT

The population in Dadaab refugee complex stood at 238,152 refugees and asylum seekers in 2017; a drop of 34,612 refugees compared to a population of 272,764 refugees and asylum seekers in 2016. The majority of the population (95 per cent) are refugees from Somalia. The complex is comprised of 4 camps, namely Dagahaley, Ifo, Ifo 2 and Hagadera, after Kambioos camp was consolidated in 2016. During the reporting period, the voluntary repatriation process maintained its momentum against a projected target of supporting approximately 50,000 refugees in 2017. The repatriation process assisted 33,398 returnees to Somalia with the rest having returned to Somalia spontaneously and others resettled to third countries.

The provision of education and training to all refugee children follows the Kenyan national curriculum and is guided by the Basic Education Act, 2013. The Act provides for compulsory free primary education, including three years of Early Childhood Development and Education (ECDE), eight years of primary schooling, and four years of secondary education. The overall Dadaab education sector implementation is guided by the Joint Dadaab Education Strategy 2016–2020 anchored in UNHCR Kenya’s

National Education Strategy 2016–2020. The two strategies provide for harmonised approaches in education and broad actions that help in achieving the set objectives by all partners across all camps.

IMPACT

A total of 48,727 (19,358 girls) students out of 66,929 (32,355 girls) primary school-aged children were enrolled in 32 Dadaab refugee schools as of 31 December 2017 representing a gross enrolment rate (GER) of 73 per cent and a net enrolment rate (NER) of 47 per cent. Among them, 943 (376 girls) special needs education (SNE) learners were enrolled in primary school level. In 2016 there were 56,506 children enrolled, however this declined by 7,779 learners in 2017. This drop was due to the closure of one camp, where three schools were located, voluntary repatriation, spontaneous departures and resettlement to third countries. Despite Kambioos camp consolidation and voluntary repatriation being cited as the major contributors to a drop in enrolment, EAC earmarked interventions ensured access to quality education for 14,480 OOSC.

Two assessments undertaken by MoE Quality Standards and Standards inspectorate highlighted areas of

strength and gaps that informed targeted interventions such as schools to be rehabilitated, assistive devices to be procured, gaps in teaching and learning materials and the extent of integration of ICT into learning. Recommendations from out of school assessments covered a wide range of activities such as parent’s mobilization on the importance of education, provision of transport support to children with disability, rehabilitation of dilapidated classrooms in affected schools, provision of adequate teaching and learning material, building the capacity of PTAs on school management and governance as well as training of teachers on professional teaching qualification. They were implemented together with enrolment campaigns contributing to the new enrolment rate reported in 2017.

25,958 textbooks budgeted for in 2016 were delivered in 2017 improving the textbook to pupil ratio in lower primary from 1:7 to 1:3.

The project maintained 150 refugee teachers and recruited 90 national teachers and four Education Officers, which in turn ensured effective syllabus coverage and support given to learners in co-curricular activities. To build the capacity of existing refugee teachers, 122 of them were supported to undertake certificate



Class is in session for refugee students at Horseed Primary School in Dadaab, Kenya. In Ifo camp, there are 32 primary schools like this one. Currently, there are 2,015 refugee students enrolled, 918 of them are girls.

and diploma courses. Among them, 61 teachers in cohort one finished their courses in 2017 and an additional 61 in cohort two that were enrolled in 2017, are expected to finish the course in 2018. For effective management of school activities, 151 members of PTAs and SMCs were trained on school governance. Through the project, 36,314 learners benefited from assorted new teaching-learning materials. EAC contributed immensely in promoting inclusive education and supporting 80 SNE learners with assistive devices comprising of auxiliary crutches, visual aids, supportive wheelchairs and tricycle wheelchairs. One inter-camp sports and games competition involving 200 participants was organised. Three conferences on girls’ education were facilitated, each of which reached out to 150 girls. During the girls’ conferences, mentorship sessions were conducted to motivate girls to pursue education.

Since the majority of the school administrators are refugee teachers, training for school administrators was key in the daily management of school programmes. To this end, head teachers, deputies and senior teachers benefited from trainings on school management.

Six EAC primary schools continued to benefit from the Vodafone Foundation

Instant Network Schools (INS) programme through integration of ICT into learning. Positive outcomes from the complementary aspects of the INS project and EAC interventions led to improved performance in national exams, better student and teacher attendance rates and improved retention of learners which stood at 95 per cent in 2017.

EAC interventions supported 15 schools that were ravaged by floods in 2017 by supplying teaching and learning materials that had been washed away. Support to these schools will continue in 2018, as Dadaab is a flood-prone area that ultimately requires annual flood emergency response plans.

CHALLENGES AND LESSONS LEARNED

The main challenge in 2017 was the aftermath of consolidation of Kambioos camp which reduced the number of primary schools from 35 to 32. This led to congestion in the seven primary schools in Hagadera camp. Lessons learned during Kambioos consolidation was to conduct an individual assessment of learners to be relocated vis-à-vis the location and capacities of schools where they are to be relocated to. The ban on

construction of additional classrooms that hitherto existed also contributed to the congestion. However, towards the end of 2017, through sustained advocacy, the Government gave authorisation for construction of additional classrooms in 2018.

Ongoing voluntary repatriation impacted enrolment with school going children unsure whether to remain in the camp to pursue education. To mitigate this, voluntary repatriation procedures were supported through the dissemination of Country of Origin Information to help all members of refugee families make conscious and informed decisions.

Reaching out to girls aged 12 years and above remains a challenge due to cultural practices – child marriages, female genital mutilation, the need to perform household chores, and family preferences of educating boys over girls are all still ongoing barriers to girls’ education within the camps. Sensitisation and creation of livelihood opportunities for parents so they can afford to send all their children to school are some of the initiatives being undertaken to address this challenge.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 2018
Objective 1: Expand access to education				
Classrooms rehabilitated in 10 EAC schools	Dagahaley Ifo 2	137 classrooms	85 classrooms	Activity completed
Provide assistive devices for learners living with disabilities	Ifo Hagadera Kambioos	80 students annually	80 students	80 students
Objective 2: Improve the quality of teaching and learning				
Provide assorted teaching-learning materials for learners in schools	Dagahaley Ifo 2 Ifo Hagadera Kambioos	35,950 individuals annually	36,314 individuals	35,950 individuals
Recruit national teachers to run an ALP programme		21 teachers	Activity completed	
Recruit 4 education officers for 12 months		4 officers annually	4 officers	4 officers
Conduct school inspections per school to maintain quality and standards		9 inspections	2 inspections	2 inspections
Maintain incentives to teachers for 12 months, and recruit additional teachers		150 teachers recruited	Activity completed	
		150 teacher incentives annually	150 teacher incentives	150 teacher incentives
Train school administrators on school management project in Dadaab per year		105 administrators annually	105 administrators	105 administrators
Recruit national teachers for 12 months and retain		90 teachers recruited and retained through payment of annual incentives	90 teachers	90 teachers
Conduct inter-camp sports and games	Dagahaley Ifo 2 Ifo Hagadera Kambioos	3 events	1 event 200 participants	1 event
Train refugee teachers on professional teaching qualification	Dagahaley Ifo 2 Ifo Hagadera Kambioos	122 teachers	122 teachers	61 teachers
Train teachers on special needs education		50 teachers	No activities planned	50 teachers
Procure textbooks for 10 primary schools to attain a text book pupil ratio of 3:1		25,958 textbooks	25,958 textbooks	Activity completed
Train untrained refugee teachers on curriculum delivery		315 teachers	61 teachers	61 teachers
Objective 4: Promote awareness and advocacy on the importance of education for refugee children				
Conduct school enrolment campaigns targeting OOSC	Dagahaley Ifo 2 Ifo Hagadera Kambioos	9 campaigns	3 campaigns	2 campaigns
Facilitate 8 girls' conferences on education for girls		8 conferences	3 conferences 150 girls	1 conference
Objective 5: Improve data collection, management and analysis to promote learning and better programming				
Conduct Early Grade Reading Assessment and Early Grade Maths Assessment	Dagahaley Ifo 2 Ifo Hagadera Kambioos	2 assessments	1 assessment	1 assessment

Objective 7: Emphasise community participation in education				
Train PTA and SMCs on school governance	Dagahaley Ifo 2 Ifo Hagadera Kambioos	151 individuals	151 individuals	151 individuals
Flood response in affected schools	Dagahaley Ifo 2 Ifo Hagadera	15 schools	15 schools	15 schools
Objective 8: Promote Innovation in Education Programming and Interventions				
ICT integration in education supported for 10 EAC schools	Dagahaley Ifo 2 Ifo Hagadera Kambioos	100 tablets purchased and 10 schools equipped	10 schools	Activity completed
Refurbishment of ICT centres in 10 EAC supported schools		2 centres	Activity completed	

Kenya Kakuma

OOSC Enrolment Target—Life of project **24,879**



OOSC Enrolment—Total to date **16,789**



OOSC Enrolment—Reporting period **9,900**



OVERALL CONTEXT

Located in Turkana County (north-western part of Kenya), the Kakuma Refugee Camp, established in 1992, is one of two camps in the country. The camp, and nearby Kalobeyei Settlement, which were established in 2015 to improve the social-economic conditions of refugees and host communities through an integrated service delivery approach, currently host approximately 185,000 refugees and asylum seekers, about 15 per cent of the total population of the Turkana County.

The refugee influx from South Sudan continued throughout 2017 with 21,866 (10,549 female) new arrivals, most of them women and children. The increasing refugee population has overstretched available resources and capacities including for education.

IMPACT

In 2017, UNHCR, in collaboration with partners and through the EAC partnership, undertook various activities to improve primary education access, quality and management. Initiatives such as the expansion of school infrastructure (seven classrooms and 16 latrines), salaries/ incentive payments for 726 teachers,

training and capacity development for 369 teachers, and strengthened partnerships with communities through enhanced dialogue and sensitisation were undertaken. Additionally, an accelerated education programme to meet the education needs of in-school over-age learners was supported as well as provision of teaching supplies, desks and support for children’s participation in extra-curricular activities.

As a result of the above interventions and coupled with increasing refugee arrivals, primary education access improved by 15.1 per cent from 65,572 (25,852 female) in 2016 to 75,472(30,457 female) students by the end of 2017. Out of school children numbers decreased by 10 per cent from 7,427 (4,213 female) children recorded at the end of 2016 to 6,680 (4,767 female) by the end of 2017.

Quality improvements were noted, with the 4,742 (1,197 female) refugee children who sat the national primary exam achieving a 87.8 per cent pass rate (higher than national average of 76 per cent) and producing two candidates who managed to be in the top 0.5 percentile of the nearly one million children who sat the exam nationally. Both of these candidates received a fully funded scholarship to study in Kenya’s best secondary schools.

In order to ensure greater opportunities for more equitable, predictable and sustainable education services, UNHCR, in collaboration with UNICEF and other partners, has supported the Kenyan MoE to carry out an education sector diagnosis with a specific focus on the inclusion of refugee children in the national planning process as envisioned in SDG4 and the New York Declaration on Refugees and Migrants within the Comprehensive Refugee Response Framework which Kenya has signed. Consequently a policy framework on inclusion of refugees is set to be in place in 2018. Additionally, the MoE has continued to register refugee schools as public entities, carried out quality assurance assessments, and has provided 9,000 textbooks to schools in the camp.

A Kakuma refugee education strategy paper, which highlights key priority areas, has been developed and there is greater focus on installing EMIS that ensures availability and use of quality data and a multi-sectoral mechanism to monitor and enforce safe schooling approaches and the quality delivery of education services.

Three hundred and five national and refugee teachers were provided with continuous professional development support through an innovative and tailored in-person competency-based



A young refugee girl sits for the end of term exams at Mogadishu primary school in Kenya’s Kakuma refugee camp. Some of the activities implemented at the camp under EAC

include the payment of teachers’ salaries, the provision of teaching/learning supplies, educational support for over-age learners, and extra-curricular activities.

training around teachers’ roles and well-being, child protection and inclusion, as well as pedagogy and curriculum planning. Teachers will receive further support through peer coaching and mobile mentoring which will lead to improved teacher practice and student learning.

CHALLENGES AND LESSONS LEARNED

Despite achieving greater access to primary education, 15 per cent of primary school aged children are still out of school. The significant growth in school enrolments without comparable investment in school infrastructure expansion has resulted in overcrowding and diminishing quality in education standards, as 160 children

shared a classroom on average, with a teacher to pupil ratio 1:103, textbook to pupil ratio 1:7, and desk to pupil ratio 1:7. The implementation of double shifts, training of teachers, community engagement, and construction of classrooms have all helped mitigate some of the adverse impacts of school congestion but greater investment is urgently needed to undertake improvements.

While girls’ enrolment increased by 17.8 per cent over the reporting period, they still constitute nearly 70 per cent of the out of school children population as they face greater barriers to accessing and completing their studies. This is due to negative cultural practices such as early marriage, in-school factors such as overcrowding that can act as a push out for girls and increased

responsibility for domestic work that makes it difficult to balance academic requirements leading to dropout.

A key lesson learnt is that in the face of increasing school enrolments and pressure on existing facilities, provision of access has to be balanced with the necessary quality inputs required for conducive, safe and stimulating learning environments.

School dropouts are difficult to monitor due to high class sizes and an overwhelmed teaching force. As a way to monitor children who show erratic attendance and drop out, a digitised attendance platform that will facilitate early identification of such categories of children is being developed. The platform will be linked to the broader EMIS, which will be deployed in 2018.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 2018
Objective 1: Expand access to education				
Construct new classrooms to increase learning space in the camp, reduce congestion in the classes to 1:50 including classrooms to support ALP for over-age learners	All camps	41 classrooms	7 classrooms	No activities planned
Construct blocks (each of 4 doors) of Environmental and child-friendly and age-appropriate permanent toilets. Construction design will also ensure proper accessibility by children with disabilities		20 latrine blocks	4 latrine blocks 16 latrines	No activities planned
Construct a school kitchen		1 school kitchen	1 school kitchen	Activity completed
Renovate/rehabilitate existing classrooms to create conducive learning environment in existing schools and to expand learning spaces		34 classrooms	No activities planned	No activities planned
Provide school uniforms for primary school children from most from poor and vulnerable groups as a strategy to boost their enrolment and retention	All camps	9,901 children	No activities planned	No activities planned
Purchase school bags for school enrollees		5,723 school bags	No activities planned	No activities planned
Procure new desks with metallic frames for learners to reduce the number of learners sharing a desk from 1:9 to 1:3		3,495 desks	250 desks	No activities planned
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 to increase enrolment and retention of children with disabilities in primary schools		1,000 children annually	1,000 children	1,000 children
Objective 2: Improve the Quality of Teaching and Learning				
Teachers trained in special needs education	All camps	15 teachers	14 teachers	No activities planned
Purchase exercise books every year to provide 5 books to every learner. This will ensure that all learners have adequate writing materials for exercises and preparation of classroom notes, thereby reducing parental burden		219,242 books	60,000 books	No activities planned
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	92 teachers
Provide incentives for refugee primary school staff including hiring to support a double shift system and to cater for enrolment of out-of-school children		615 teachers annually	615 teachers	615 teachers
Salaries for incentive ALP teachers		15 teachers annually	15 teachers	15 teachers
Salaries for national ALP teachers		4 teachers annually	4 teachers	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	2 centres	Activity completed
Assorted learning materials for learners		4,740 individuals	2,401 individuals	No activities planned
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	No activities planned

Purchase lesson preparation materials for schools to assist teachers in lesson planning and lesson execution, thereby improving the overall quality of instruction. This will include schemes of work, lesson plans, assessment books, class registers, manila paper, and marker pens.	All camps	24 schools annually	24 schools	24 schools
Textbooks procured to support the learning of children		21,874 textbooks	No activities planned	No activities planned
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) in schools		404 teachers	305 teachers	No activities planned
Purchase of educational materials for child friendly activities in primary schools		23 schools	No activities planned	No activities planned
Provide training to school administrators and education supervisors on school based management and quality assurance, school leadership and EMIS		50 administrators annually	50 administrators	No activities planned
Objective 3: Ensure Safe Learning Environments for Children				
Construct a school fence and gate	All camps	Construct 1 school fence and gate	1 school fence and gate	Activity completed
Objective 4: Promote Awareness and Advocacy on the Importance of Education for Refugee Children				
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 those disabilities	All camps	3 campaigns annually	3 campaigns	1 campaign
Awareness raising and community sensitisation sessions		3 sessions	Activity completed	
Objective 5: Improve Data Collection, Management and Analysis to Promote Learning and Better Programming				
Conduct biennial EGRA and EGMA tests through UWEZO Kenya	All camps	6,650 students	No activities planned	No activities planned
Objective 7: Emphasise Community Participation in Education				
Provide grants to School Management Committees(SMCs) to implement school development 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 **3,665**



OOSC Enrolment—Reporting period **1,877**



OVERALL CONTEXT

Following conflict escalation in Rakhine state last year, sympathy towards the Rohingya and other refugee populations, such as the Syrians, has increased among the Malaysian public.

The relationship with the MoE was further strengthened, with the MoE conducting visits to all community learning centres (CLCs) under UNHCR’s protection in the first half of 2017, accompanied by officials from other governmental agencies such as the National Registration Department (NRD) and the National Security Council (NSC). Following this, the MoE selected 25 learning centres catering to the Rohingya population for the pilot group to be registered and provided with operating licenses by March 2018. The remaining 108 learning centres are to be registered by mid-year 2018. According to the MoE, the potential support to the learning centres catering to the Rohingya population is still under discussion among various relevant ministries. Joint advocacy efforts also continue with sister agencies, with UNHCR working closely with UNICEF and the UN Country Team Malaysia on inclusivity within the SDGs framework.

In the interim, UNHCR continues to work with six partner NGOs, 30 operational partners and the refugee communities themselves, in order

to ensure that access to education is strengthened via 133 CLCs that comprise the informal parallel education system. The UNHCR Malaysia country level Education Strategy was also further refined, covering the period 2017-2021, to be better aligned with the UNHCR Malaysia Multi-year Strategic Directions, focused on Community Based Protection (CBP) towards building more self-reliant and resilient refugee communities.

IMPACT

By the end of 2017, there were 152,326 refugees and asylum-seekers registered with UNHCR in Malaysia, of which 12,209 were of primary school age (6-13 years). All in all, there are 11,081 children accessing education with UNHCR’s support, of which 8,366 are enrolled at primary level. 770 of those children were over-aged.

The Rohingya population continues to be prioritised and a concerted effort has focused on increasing their enrolment in school. While the operation has managed to newly enrol 3,210 children between January and December 2017, of which 1,877 were at primary level, 102 children graduated from primary education and 479 children left school due to various reasons such as resettlement, moving

to locations where there is no access to education, or dropped out because of employment or early marriage.

With the support of EAC, UNHCR Malaysia was able to support access to quality education at the 133 CLCs. Throughout 2017, UNHCR conducted monitoring visits to all 133 CLCs, with grants for transportation that enabled 2,209 children to go to school, 4,707 children to enjoy sports and extra-curricular activities, seed funding to 10 new CLCs in underserved areas, as well as operational costs and creation of safe learning spaces in 66 CLCs. The CLCs were provided with learning materials such as 9,309 textbooks and reference books, safety materials such as fire extinguishers, fire blankets and first-aid kits, as well as equipment such as computers and projectors for 38 CLCs that previously did not have any.

A total of 179 teachers serving the prioritised populations received compensation, and 229 refugee teachers were provided with health insurance coverage under REMEDI, as part of the efforts to promote commitment to teaching. A total of 167 teachers received training by various partners, while videos were produced on data collection/management and lesson planning, to be used for future trainings. Through these activities, UNHCR Malaysia achieved a significant

increase in the transition rate from grade 3 to grade 4, from 58 per cent in 2016 to 83 per cent in 2017, which was reflected in student performance at school. The percentage of female teachers increased from 65 per cent at the end of 2016 to 69 per cent at the end of 2017. More children were also able to access computers, with 78 per cent of the schools providing daily access to computers in 2017. In support of the UNHCR Malaysia Multi-year Strategic Directions 2017-2020 and the CBP strategy, CLCs in the northern state of Penang and the southern state of Johor continue to participate in regional coordination efforts, with partners receiving training to effectively make referrals on various vulnerable cases, including on OOSC.

A pilot group of five CLCs in Penang developed projects that support community development and empowerment, thus extending the benefit of EAC’s support to education beyond the children in school. The projects, funded by UNHCR, and involving youth, parents and other community members, revolved around the use of the CLCs as safe spaces, not only for primary school students, but also for all the members of the community. Activities covered under the projects included sewing classes for women, adult literacy classes, computer classes, youth camps and a football tournament. By supporting access to primary education through the CLCs, EAC funds thus also indirectly supported the whole community, who was able to use the same safe spaces for a wide range of activities.

Education working group meetings were held throughout the year and continue to be an effective platform for information sharing on activities, strategic directions and other collaborative efforts. The usage of social media and online platforms, such as Google Drive, Whatsapp and even Facebook, continues to ease information sharing between UNHCR, teachers and school coordinators (dissemination of information on upcoming events, coordination of trainings and meetings, conduction of surveys, sharing of documents such as school registration forms, etc.).

CHALLENGES AND LESSONS LEARNED

Children who have no access to education remain the most difficult to reach. While UNHCR has put concerted efforts in identifying underserved areas, the Rohingya refugee population is very dispersed and pockets of the community continue to be identified in places where there is no access to education that follows a recognised syllabus taught by trained teachers. The number of OOSC remains high, especially among the population located outside of the central region of Kuala Lumpur and Selangor. Despite the new learning centres that UNHCR has helped to provide seed funding for, the setting up of CLCs in these areas is not feasible due to the small size of the population and the inability of the community to sustain them in the long run. The second most difficult OOSC category to reach are the children who have access to a school but are not enrolled. Despite awareness and outreach activities that have led to increased enrolment, many parents continue to prioritise other needs above education, especially for older children who are expected to work, stay at home, or are forced into early marriage.

The dynamics of the Rohingya community also pose a challenge, as some parents prefer to enrol their children at the community madrasahs, informal religious centres that are focused purely on Quranic studies and the Arabic language, and do not offer any secular curriculum. It is estimated that around 2,000 Rohingya children, especially boys, are currently enrolled at these centres. As madrasahs are not recognised as providers of primary education by UNHCR, the student data is not included in UNHCR’s education statistics. A new comprehensive mapping, similar to the one that was done in 2012, needs to be undertaken in 2018, in order to list all madrasahs and get a clearer understanding of the enrolment at these centres.

Although motivation to remain in school is high among enrolled children, there is little opportunity for those who have completed primary

education, as access to secondary education is still very limited. There is no accelerated learning programme available for older children who have been left out of primary education but still wish to rapidly obtain basic literacy and numeracy skills. There is no certification at the end of primary education and children who wish to obtain certification need to complete international programmes such as the International General Certificate of Secondary Education (IGCSE) or the General Education Development (GED), which are offered only by five CLCs.

The long-term sustainability of CLCs serving the prioritised populations, especially the Rohingya, remain a concern. CLCs are generally not self-sufficient and CBP efforts that aim to empower communities have only just been rolled out in 2017, thus requiring time before impacts can be evaluated. Communities still need to be capacitated and are reluctant to take ownership of the CLCs. The necessary level of support increases in correlation with the increase in enrolment, and parental contribution, be it for transportation or other operational costs, is not sufficient.

While UNHCR continues to provide grants, their availabilities and size are limited for the CLCs serving the prioritised population. Creative solutions need to be explored in tackling the issue of OOSC, including greater community outreach, which is also needed to increase parental participation and promote a greater sense of community ownership among the prioritised groups.

Some movements have also been observed among the non-prioritised Myanmarese populations. Reports on spontaneous departures from within these populations continue to be received from teachers, leaving uncertainty around the actual number of children who are still within the country. The phasing-out of support to the non-prioritised Myanmarese groups saw the closure of five CLCs and the merging of four CLCs, which affected the CLCs’ response to UNHCR Malaysia’s requests on student data.

Malaysia

EAC's support helps make sure refugee children like Rehana get crucial access to the education they deserve.

“I’m glad that my parents understand how important school is for me. I will study hard to make them proud of me”.

Rehana 12-year-old refugee girl

Do you remember what it was like to go to school? To look forward to learning new things and playing with your friends?

Refugee children in Malaysia are getting the chance to create similar memories, by going to school and building bright futures. Children like Rehana, who at the age of 12, is doing something she's never done before. She's sitting for her first trial examination. *“I love going to school because I learn so many things,”* she says.

There are over 26,000 school-aged refugee children in Malaysia. Most are Rohingya from Myanmar. Their parents fled home to escape the ongoing conflict in Rakhine state. But while they've reached safety, their lives remain vulnerable.

Refugees have no legal status in Malaysia, and, as a result, they are often denied basic rights. Their children do not have access to the national education system. They rely on education projects run by NGOs and refugee communities. The majority of adult refugees are illiterate and have never seen the inside of a classroom.

For the past three years, Rehana has taken classes at an EAC-funded community learning centre in southern Malaysia. She had some catching up to do. Her parents constantly moved the family across the country as they searched for work. That meant, for a time, Rehana was forced to drop out of school. But now she's doing well and making good progress.

Rehana's parents understand why she needs to stay in school. Given their lack of rights, refugee children are already vulnerable. They would be even more so if they couldn't count, read or write. “I'm glad that my parents understand how important school is for me,” she says.

Rehana's parents have promised not to move again until she completes primary school. In turn, Rehana says she has made a promise to them. “I will study hard to make them proud of me.”

The partnership between EAC and UNHCR supports the education of children like Rehana, helping them create better lives, for themselves and their families.



Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan-June 2018
Objective 1: Expand access to education				
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	5 schools	No activities planned
	Northern Region	7 schools	3 schools	No activities planned
	Southern Region	4 schools	1 school	2 schools
	East Coast	5 schools	1 school	No activities planned
Schools received grants for general maintenance/upkeep and operation	Central Region	40 schools annually	46 schools	6 schools
	Northern Region	10 schools annually	10 schools	1 school
	Southern Region	7 schools annually	6 schools	1 school
	East Coast	4 schools annually	4 schools	3 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	991 individuals	350 individuals
	Northern Region	458 individuals annually	684 individuals	100 individuals
	Southern Region	256 individuals annually	322 individuals	200 individuals
	East Coast	180 individuals annually	212 individuals	212 individuals
Students provided with support for extra-curricular activities that support learning and child development	Central Region	2,800 individuals annually	3,562 individuals	2,800 individuals
	Northern Region	460 individuals annually	629 individuals	No activities planned
	Southern Region	300 individuals annually	304 individuals	No activities planned
	East Coast	200 individuals annually	212 individuals	No activities planned
Families provided with cash-based interventions that supports retention and enrolment at school	Central Region	60 households	0	No activities planned
	Northern Region	20 households	116 households	No activities planned
	Southern Region	20 households	0	No activities planned
	East Coast	20 households	0	No activities planned
Objective 2: Improve the quality of teaching and learning				
Teachers paid compensation to ensure teachers retention	Central Region	103 teachers annually	107 teachers	49 teachers
	Northern Region	35 teachers annually	44 teachers	30 teachers
	Southern Region	20 teachers annually	15 teachers	16 teachers
	East Coast	15 teachers annually	13 teachers	9 teachers
Refugee teachers provided with refugee health insurance which is annually renewable to promote retention	Central Region	221 teachers annually	221 teachers	No activities planned
	Northern Region	5 teachers annually	5 teachers	No activities planned
	Southern Region	3 teachers annually	3 teachers	No activities planned
Teachers receive modular and stackable training covering pedagogy, classroom management, behavioural management, lesson planning, etc.	Central Region	100 teachers annually	120 teachers	No activities planned
	Northern Region	24 teachers annually	25 teachers	No activities planned
	Southern Region	14 teachers annually	14 teachers	No activities planned
	East Coast	8 teachers annually	8 teachers	No activities planned
Schools supplied with textbooks, reference books, teaching materials to support curriculum in place	Central Region	80 schools annually	84 schools 7,445 books	No activities planned
	Northern Region	14 schools annually	8 schools 870 books	No activities planned
	Southern Region	8 schools annually	6 schools 550 books	No activities planned
	East Coast	6 schools annually	5 schools 444 books	No activities planned
A task force 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. The curriculum is based on the national curriculum used by the Malaysian public schools but with language alternatives and pedagogical approaches more suited to refugee children.	Central, Northern, Southern and East Coast Regions	1 task force formed and 1 consultant engaged	1 task force 1 consultant	No activities planned

Objective 3: Ensure safe learning environments for children				
Children provided with health education to increase awareness on health practices and healthy lifestyle, towards preventing health related dropout	Central Region	5,000 individuals	2,735 individuals	No activities planned
Objective 5: Improve data collection, management and analysis to promote learning and better programming				
Children participate in standard literacy and numeracy assessments to measure learning achievements	Central Region	5,100 individuals annually	5,919 individuals	5,100 individuals
	Northern Region	950 individuals annually	874 individuals	950 individuals
	Southern Region	450 individuals annually	588 individuals	600 individuals
	East Coast	250 individuals annually	268 individuals	250 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. Each school is expected to receive 4 visits per year.	Central Region	104 schools annually	102 schools	30 schools
	Northern Region	15 schools annually	15 schools	15 schools
	Southern Region	8 schools annually	10 schools	10 schools
	East Coast	6 schools annually	6 schools	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	11,801 individuals	UNHCR Malaysia has requested to be included in REMIS pilot group. OpenEMIS contract not renewed.
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	136 teachers	60 teachers
	Northern Region	18 teachers annually	25 teachers	10 teachers
	Southern Region	14 teachers annually	14 teachers	8 teachers
	East Coast	8 teachers annually	9 teachers	4 teachers
Objective 6: Strengthen capacity and partnerships with ministries of education and other education actors to enable more refugee children to access school				
On-going advocacy and formation of a task force 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	1 meeting held with the MoE 2 meetings held with UNICEF	Monthly meeting with the Private Education Division of the MoE to be held on registration and licensing of all schools under UNHCR
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 1 round table	No activities planned
Objective 7: Emphasise community participation in education				
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	136 education personnel	60 education personnel
	Northern Region	20 education personnel annually	25 education personnel	15 education personnel
	Southern Region	14 education personnel annually	14 education personnel	10 education personnel
	East Coast	12 education personnel annually	9 education personnel	6 education personnel
Objective 8: Promote Innovation in Education Programming and Interventions				
Schools provided with internet access to enable teachers to download teaching materials online; and input data for OpenEMIS	Central Region	55 schools annually	21 schools	6 schools
	Northern Region	6 schools annually	2 schools	1 school
	Southern Region	4 schools annually	5 schools	5 schools
	East Coast	2 schools annually	3 schools	3 schools
Schools provided with IT equipment to support classroom learning	Central Region	21 schools	25 schools	Activity completed
	Northern Region	10 schools	10 schools	Activity completed
	Southern Region	2 schools	2 schools	Activity completed
	East Coast	1 school	1 school	Activity completed

Pakistan

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



OOSC Enrolment—Total to date **14,547**



OOSC Enrolment—Reporting period **6,291**



OVERALL CONTEXT

With 1.39 million registered Afghan refugees living in the country, Pakistan hosts one of the world's largest protracted refugee populations. Fifty-eight per cent of refugees reside in Khyber Pakhtunkhwa province, followed by 23 per cent in Balochistan, 12 per cent in Punjab and small numbers in other parts of the country. Some 32 per cent of the refugee population reside in 54 refugee villages, while 68 per cent are living in urban and semi-urban areas. Afghan refugee children and youth (24 years of age and below) constitute approximately 64 per cent of the registered Afghan refugee population, the majority of whom were born in Pakistan as second or third generation.

In 2017, UNHCR shifted from a focus on individual-case processing to community-based protection (CBP). This approach focuses on supporting communities to find their own solutions and advocates for greater access to basic services for PoR cardholders.

To document the undocumented Afghan nationals residing in Pakistan, the Government of Pakistan in collaboration with the Government of Afghanistan (through the Ministry of Refugees and Repatriations) and with the support of the International Office of Migration (IOM) initiated

their registration through the National Database and Registration Authority (NADRA). The registration process of undocumented Afghans started on 16 August 2017 and was initially planned to be completed by the end of December 2017. However, the Government granted a one-month extension to the undocumented Afghans to register until 31st January 2018. As of 31st December 2017, the NADRA has registered 670,000 undocumented Afghan nationals in Pakistan.

UNHCR has adopted a robust and proactive approach to strengthen the protection response for registered Afghan refugees. All actors coordinate closely to ensure that responses are mutually reinforcing and tailored to meet the heightened protection needs of UNHCR's persons of concern. The strengthened response combines proactive outreach and assistance with careful monitoring and data collection to ensure that results can be accurately measured and analysed.

Pakistani authorities continue to work closely with UNHCR to train relevant officials, from high-ranking officers to local constables and border guards, on the need to recognise and respect refugee rights. UNHCR is also successfully coordinating efforts to bring law enforcement and refugee communities together to promote

better understanding and mutual trust between the groups with the aim of preventing abuses and violations of refugee rights.

Over the years, the Pakistan Government has maintained a policy of enabling access of Afghan refugee children to Pakistani public and private schools - recognising this is an essential investment building the human capital of future generation of Afghans. This commitment is firmly rooted in the Constitution (Article 25-A), which stipulates free and compulsory education for all children between 5-16 years, and was further reaffirmed in Pakistan's resolve to achieve SDG4, which calls for inclusive and equitable education for all. This policy has been extremely beneficial for the 67 per cent of Afghan refugees that reside in urban and semi-urban areas outside refugee villages and attend Pakistani schools with host community members. At the same time, UNHCR is committed to strengthening the host country's existing initiatives to educate Afghan refugees, particularly within the framework of the SDGs and Article 25A of the Pakistani constitution.

In Khyber Pakhtunkhwa province, UNHCR started the consolidation of educational services after the large voluntarily repatriation of Afghan refugees in the second half of 2016.

Overall the number of enrolled children decreased due to voluntarily repatriation and the subsequent consolidation of schools (127 schools were reduced to 105). The total teachers in schools were reduced to 638 by the end of 2017 following the separation of a total of 189 teachers in the second half of the year 2017.

Some education partners in the provinces faced issues with a No-Objection Certificate (NOCs) for their operations. For NGOs working on refugee issues in particular, an added requirement is an Allowed to Work (ATW) letter issued by the Ministry of States and Frontier Regions (SAFRON). Several ATWs of UNHCR's education partners were cancelled during the reporting period, leading to delays in completing activities.

Issues for NGOs persist throughout the country as the legal status of several organisations has been questioned and they have been asked to re-register with the Government. Although all the NGOs are registered, NOCs remain an issue. Security issues, political interference, and the Government's policies towards NGOs are some of the challenges that make it difficult for NGOs to work with the Government and agencies doubting their credentials or the nature of their work.

IMPACT

In 2017, UNHCR provided primary education to 52,545 Afghan refugee children in refugee villages in 153 schools in Khyber Pakhtunkhwa, Balochistan and Punjab. Educating refugees has multiple benefits and positive and widespread impact on society. In general, Afghan refugees value education and view it as an important tool for ensuring future success. Education was identified as one of the main priorities of refugees through UNHCR's participatory assessment survey that was carried out in 2017. Formal education was considered by parents to be an essential ingredient for a better life.

After the large voluntarily repatriation of Afghan refugees in the second half of 2016, UNHCR identified, through a school assessment, that in 22 schools, the number of children had decreased while teachers were in surplus. Most of these schools were already in a dilapidated condition which affected the daily teaching and the parents had stopped their contribution to the school funds.

Almost half of the 15,000 dropouts were reported to have returned to Afghanistan while the other half had transferred to private or public Pakistani or religious schools. UNHCR gradually started its consolidation and rationalisation process with a view to start the 2017-18 academic year with a prioritised list of schools from September 2017 onwards.

This consultative exercise involved UNHCR's partners, UNHCR's multi-functional team comprising education, protection, programme and field colleagues, the Commissionerate for Afghan Refugees (CAR), Afghan teachers and parents. As a result, schools with low enrolment (less than 100 pupils in six grades) were merged with the nearest schools to allow more focused investment in the maintenance of the school premises. This increased the density of students and optimised the number of teachers available. The number of schools has been reduced from 127 to 105 primary schools at the start of the new academic year in 2017 in Khyber Pakhtunkhwa.

In Khyber Pakhtunkhwa, UNHCR provided education to 33,739 children, of which 31 per cent were girls, enrolled in 105 refugee-village schools. As part of the school enhancement package, 20 schools were targeted for physical improvement and solarisation, provision of new textbooks, uniforms, school bags, notebooks and pencil sets to all children to reduce the economic pressure on poor families. In order to provide better learning conditions in heavily crowded primary classrooms, 5,500 portable desks were provided to children. Throughout the year, UNHCR provided stipends to 801 teachers in Khyber Pakhtunkhwa.

Four new partners were engaged to implement the school enhancement programme which was aimed at improving the quality of education in the targeted schools. The package consisted of:

- Construction, rehabilitation and solarisation of 20 schools resulting in a safe, learning environment, improved WASH facilities in schools and restored and well-lit classrooms
- Provision of new and better quality textbooks based on the new Afghan curriculum to all children in schools
- Provision of schools bags and notebooks to all children
- Uniforms for all children
- Introduction of portable desks as an ergonomic learning support on a pilot basis in junior overcrowded classrooms

UNHCR supported 105 SMCs to organise education enrolment campaigns across refugee villages, including utilising community shura committees (traditional advisory committees) to help enrol 757 out-of school girls. Community engagement was helpful in building ownership and sustainability of these interventions. SMC members were encouraged to visit schools at least once a week to monitor teacher and student attendance and to assess and address school needs and issues. SMC meetings were held to discuss and solve issues ranging from students' absenteeism, mid-term and final exams, dropouts, surveys, campaigns, training and water issues.

In Balochistan, UNHCR provided free education to 17,413 Afghan children (of which 38 per cent were girls) in 10 refugee villages through 39 primary schools. 523 teachers in these schools are supported by UNHCR. Two schools were also upgraded across the province, including refurbishment and construction of school buildings and facilities. These included rehabilitation of long walls and short

walls, rehabilitation of the ceilings, wall mud plaster for the walls paint work for doors; windows and gates; glazing for windows and glass for ventilators; plain cement concrete (PCC) work for class floors; toilet floors; wood work for doors and windows; construction of four toilets and procurement of sitting mats and solar fans. 19,900 unstitched uniforms were provided in Balochistan (2 per child - 1,549 girls and 8,446 boys). Some 1,549 health kits for girls for menstrual hygiene were also provided.

School enrolment campaigns were launched for the new academic cycle in all 10 refugee villages of Balochistan. The communities were engaged through mobilisation, advocacy and the strengthening of school management committees. The increase in enrolment of girls from 37 per cent in 2016 to 38 per cent in 2017 was accompanied by the distribution of incentives, uniforms, furniture and rehabilitation of school infrastructure. Attendance based incentives were disbursed to 3,339 students, including 778 girls enrolled in grades 6 to 8, as an incentive to enhance retention in schools. Despite this increase, girls’ participation in education remains still inadequate because of various cultural reasons.

In Punjab, UNHCR supported nine schools (four for boys and five for girls) and 45 teachers in the refugee village, Kot Chandana, with a total enrolment of 1,391 Afghan children (41 per cent girls) in 2017. Through the funding provided by EAC, 1,656 unstitched uniforms were provided in boys’ schools in 2017 (girls’ schools were targeted in 2016). 598 girls were provided with health and hygiene kits to ensure an awareness of menstrual hygiene. In order to foster an understanding of teamwork through sports activities and achieve longer-term changes in children, sports equipment was provided in all nine schools in Punjab.

In Pakistan, refugee teachers struggle to implement educational content in part because they do not have foundation teaching skills and in part because of resource-poor and

overcrowded classrooms. Currently UNHCR’s education partners are conducting short-term teacher training. Often, there is inadequate information available about the skill level of teachers being trained as training needs assessments are rarely conducted prior to trainings. Discussions with partners also reveal that often teachers are trained on similar skills without recognising prior experience, qualifications or skill levels.

Following a decision in 2012 by the MoE in Afghanistan, that stipulated that all teachers need to attain a two-year diploma to teach children in schools, UNHCR identified the Abu Ali Seena Teacher Training Institute as the only Afghan institute in Pakistan, at that time, that had a ‘No Objection Certificate’ from the Government of Afghanistan for providing this teacher training diploma. In 2017, 119 teachers graduated from this programme.

However, due to concerns regarding the quality of teaching at the institute, UNHCR discontinued that diploma in September 2017. Currently, UNHCR is in the process of identifying suitable recognised Pakistani teacher training institutes in Khyber Pakhtunkhwa and Balochistan to design a customised certified 9-12 months programme for teacher training that provides an introduction to basic teaching competencies. The UNHCR Refugee Education Strategy 2016-2018 in Pakistan also places emphasis on high quality teacher training as the key to good education and creating sustainable education systems.

A well-educated refugee population is only possible as a result of high quality teaching in educational institutions which includes interactive, student-centred teaching as opposed to only traditional teaching methods. Historically, the emphasis in refugee village schools has been on dictation, rote memorisation and recitation. Using modern teaching methods, teachers are able to teach students to think critically, use logic for problem-solving, and interpret and evaluate information. This fosters self-confidence, self-reliance and the sharing of ideas.

In order to improve the quality of education imparted in refugee village schools, UNHCR provided short-term teacher training to 45 refugee village schools teachers in Kot Chandna refugee village, with the aim to build and improve the capacity of these teachers. This training was provided by a private teacher training institute and followed the guidelines set by the Inter-Agency Network for Education in Emergencies (INEE) by conducting needs-based skills training, enabling teachers from different refugee backgrounds to enhance classroom management skills, pedagogy and active learning.

The overall training objective was to provide the trainees with modern pedagogical, classroom management and assessment methods so that they can improve their performance and the learning achievements of their pupils. The training focused on providing teachers with the essential tutorial and classroom management skills to enable them to teach Afghan refugee children residing in Kot Chandna refugee village, using the most recent teaching methodologies, and modern techniques that take into consideration their vulnerable psychological condition. After completion of the training, teachers reported that the new teaching techniques were interactive and dynamic. This was especially important because not all of the teachers have a background in teaching and needed to learn basic teaching methodologies.

In Balochistan, 32 sensitisation campaigns for 1,776 school children (890 male and 886 female) on child protection were conducted. The sessions were conducted with school children with the aim to prevent and report any incidents of abuse, violence and exploitation.

The education partner in Khyber Pakhtunkhwa maintained EMIS in 2017. They carried out data collection, (such as enrolment, transfer from refugee village to public schools, school infrastructure, toilets and school management committees), management and analysis of data and shared the results with UNHCR on

a monthly basis. UNHCR intends to integrate the data interface on its own server.

Recognising that the Afghan protracted refugee situation has lasted for nearly four decades, with UNHCR providing support through education in refugee villages, the UNHCR education strategy places emphasis on long-term planning. Traditionally, refugee education has not featured in national development plans or in education sector planning, but UNHCR is currently participating in national and provincial education forums.

Balochistan’s education sector plan specifically mentions refugees as a disadvantaged group in the province. Efforts were undertaken in Khyber Pakhtunkhwa in 2017 for inclusion of refugees in the Government’s new education sector plan.

Efforts are also underway to advocate for the inclusion of refugees at all levels of education planning in Pakistan, including SDG4 implementation as refugees educational needs have previously been perceived as only UNHCR’s mandate.

CHALLENGES AND LESSONS LEARNED

School rehabilitation in Khyber Pakhtunkhwa could not be undertaken during the long summer break and was pushed towards the end of 2017 due to the partners’ NOC and ATW issues. In order to speed up the school rehabilitation and procurement process, four new partners were engaged towards the second half of the year of 2017. However, the security situation in Khyber Pakhtunkhwa resulted in cancellation of ATWs of two of the partners dealing with rehabilitation of schools and procurement of material. These activities were therefore delayed.

However, UNHCR is in the process of selecting a pool of education partners through its Implementing Partners Management Committee to

ensure that in the event of a similar situation in the future, there is a pool of partners with valid ATWs that UNHCR can use to complete its activities. UNHCR also intends to ensure that in 2018, school rehabilitation activities take place during the summer break (June-August). Rehabilitation during the academic session negatively affects the teaching learning process in schools. It also affects girls’ schools where the community does not allow labourers to work during school hours due to cultural reasons.



Two young refugee Afghan boys in class at a UNHCR funded primary school in Khazana refugee village, on the edge of Peshawar, Pakistan. The school teaches 526 refugee students from grades 1-6.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan-June 2018
Objective 1: Expand access to education				
Rehabilitation of schools and construction of new classrooms or toilets where required Construction and rehabilitation of schools and of one boundary wall	Khyber Pakhtunkhwa (KP)	35 schools	20 schools 40 classrooms 5,500 portable desks	No activities planned
Construction of latrines for refugee schools	Punjab	11 latrines	6 latrines	Activity completed
Construction and renovation of school physical conditions in order to make the learning environment safe and accessible place for the children	Balochistan	10 schools	2 schools 6 classrooms	Activity completed
Provision of uniforms and textbooks	KP	383,000 textbooks 108,000 uniforms	164,000 textbooks 30,000 uniforms	No activities planned
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	1,337 textbooks 1,656 uniforms in 4 boys schools 598 health and hygiene kits Sanitary material for 5 girls school Sports equipment for 9 schools	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 30 teacher desks 4 schools provided with sports items	Activity completed	

Objective 2: Improve the quality of teaching and learning				
Payment of incentives to teachers	KP	700 teachers annually	801 teachers	678 teachers
Classroom supplies and notebooks provided to girls	KP	3,129 girls provided with supplies	Activity completed	
SMCs will receive basic support to increase enrolment of out of school girls.	KP	99 SMC supported annually 4,000 girls enrolled	105 SMCs supported 757 girls enrolled	60 SMCs supported 200 girls enrolled
Incentives for female teachers in Refugee Villages	Punjab	50 teachers annually	45 teachers	50 teachers
Distribution of healt and hygine kits (H&H) to the 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 in all schools	Balochistan	14,060 uniforms 40 hearing/vision kits	19,990 uniforms (8,446 boys and 1,549 girls of G1-G5) 1,549 girls and 151 female teachers provided with H&H kits for RVs	Activity completed
Provision of attendance based incentives to all the students of grade 6-8	Balochistan	9,446 incentives	3,339 incentives (2,561 boys and 778 girls of G6-G8)	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	Balochistan	15 HBGS and 48 satellite classes maintained annually 135 female teacher stipends being paid annually	15 HBGS & 48 satellite classes 135 female teacher stipends	15 HBGS & 48 satellite classes 135 female teacher stipends
Provision of recreational activity materials to ECE classes	Balochistan	13 ECE centres constructed/maintained	Activity completed	
Teacher stipends distributed to male teachers and watchmen	Balochistan	Teacher stipends distributed to 388 male teachers and 45 watchmen annually	Teacher stipends distributed to 388 male teachers and 45 watchmen	388 teachers 45 watchmen
In-service and pre-service teachers capacity building training conducted	Balochistan	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	119 students	166 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	45 teachers	No activities planned
Objective 4: Promote awareness and advocacy on the importance of education for refugee children				
Community sensitization campaigns conducted	Punjab	12 campaigns	2 campaigns	Activity completed
Community sensitization campaigns conducted	Sindh	6 campaigns	Activity completed	
School enrolment campaigns conducted in all the Refugee Villages (RV) School Management Committee (SMC) refresher training conducted	Balochistan	163 campaigns conducted in RV 138 SMCs trained 18,664 students receiving uniforms	32 campaigns 10 SMCs trained	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	

Rwanda

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



OOSC Enrolment—Total to date **4,707**



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



OVERALL CONTEXT

Rwanda is home to over 173,419 refugees and asylum seekers. Burundian refugees make up 54 per cent of the total refugee population in Rwanda, while Congolese represent 45.7 per cent. Refugees are scattered across different urban settings, but the majority are residing in two main urban locations: Kigali, with 30,283 refugees, and Huye, with 3,311 refugees. Most refugees are hosted in six camps throughout the country: Mahama, Kigeme, Kiziba, Nyabiheke, Gihembe and Mugombwa. The total refugee population currently registered with UNHCR is 163,326, with children making up 49 per cent. In 2017, 21,720 of refugees of primary age registered with UNHCR, while there were 20,809 in 2016. The school-aged population increased by 3.5 per cent, with a population growth of more than 4 per cent for primary levels. 29,198 students attended primary schools, while 10,762 were in secondary schools and 10,065 were enrolled in pre-primary education.

In 2017, UNHCR continued to enhance quality education for 29,198 primary refugee children in all camps, in collaboration with ADRA and the Government of Rwanda. Regular consultations and advocacy were conducted with the MoE, the Rwanda Education Board (REB) and district

authorities hosting refugee camps, in order to facilitate access to education for refugees and ensure their full integration into the national education system. One major focus of the ongoing advocacy is Paysannat L School, located in the vicinity of Mahama camp, and now considered to be the biggest national school, accommodating 19,526 primary and secondary students of which 12,492 refugee students (6,062 girls and 6,430 boys) and 2,871 national students (1,440 girls and 1,431 boys) are enrolled in primary education.

In line with UNHCR’s Global Education Strategy, quality and protective education is a priority. Throughout 2017, UNHCR, along with its partners, contributed to the integration process through the construction of classrooms and latrines in all camps, in addition to other education facilities.

IMPACT

In 2017, UNHCR supported primary education for 29,198 children in all six refugee camps. With the support of EAC, 378 desks were provided to schools in Mahama and Kigeme camps, two blocks of latrines were constructed in Kigeme, eight classrooms rehabilitated in Mugombwa, 10 handwashing

facilities constructed in Kigeme, and one fence constructed in Mahama. Scholastic materials and uniforms were distributed in all camps. Through ADRA, school feeding, scholastic materials and uniforms were provided to all children, including the 11,441 students supported by EAC.

During the Leadership Summit in New York in 2016, the Government of Rwanda gave four different commitments, one of them being the integration of refugee children into the national education system. In 2017, UNHCR, along with its partners, and in collaboration with the Government, supported the integration of 22,820 primary students in all locations, except Kiziba and Gihembe. 6,378 primary students studying in camp-based schools were still waiting to be integrated in national schools. The number of refugee students integrated into primary education increased from 14,945 in 2016 to 22,820 at the end of 2017, as a result of constructing 178 classrooms in 2016, 42 of which were funded by EAC. Full integration has not been achieved yet, as it also involves integrating refugee teachers and constructing additional education facilities similar to the ones in national schools.

Capacity building of refugee teachers is part of the integration process, as it enhances their abilities and raises

education standards to meet national qualifications. Refugee teachers who successfully pass trainings in English and teaching methodologies teach side by side with national teachers and receive the same salary scale. Among the 291 primary refugee teachers trained in quality teaching, 124 of them (87 males and 37 females) were enrolled in Teacher Training colleges (TTCs) for one year while continuing to teach. This one-year programme, supported by EAC between June 2017 and June 2018, is expected to have a significant impact on the quality of teaching once the programme is completed, and is already considered to be one of our main achievements for refugee teachers.

Major achievements should also be highlighted in the field of SNE. A total number of 28 students with severe visual and mental disabilities were enrolled in specialised national schools countrywide. 24 of them were newly identified and enrolled in 2017, in addition to the four enrolled in 2016. Furthermore, 82 students with hearing and physical impairment were inclusively enrolled in mainstream schools, where they were assisted by adult role models.

With the support of EAC, UNHCR Rwanda was able to conduct an out-of-school assessment between April and November 2017, focusing on more than 1,400 children and caregivers across the five Congolese camps. The assessment generated reliable qualitative and quantitative data on the reasons behind school dropouts. Major protection issues were highlighted as both the reason and the result of the dropouts. The assessment proposed some solutions and interventions that could help to ensure re-enrolment in schools. A workshop was organised to discuss the outcomes of the assessment between education and protection partners, as well as representatives of the Ministry of Disaster Management and Refugee Affairs, the MoE, the REB and education authorities at district level. Participants exchanged views, discussed possible solutions and agreed on a draft action plan to be implemented with enhanced

cooperation and support among the involved actors and the Government.

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. The sessions engaged community and religious leaders, partners, parents and children. Thanks to these sessions, the community 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.

CHALLENGES AND LESSONS LEARNED

Quality education is the main concern and the objective that UNHCR is seeking to achieve in the coming year, along with its partners and in close cooperation with the Government of Rwanda. Some challenges remain major obstacles on the road towards comprehensive quality education. Most of the challenges, with many of them being interconnected, negatively affect the efficient integration of refugee students into the national education system.

The scope of the construction of classrooms in all camps is not sufficient to accommodate the increasing number of students, as classes are becoming overcrowded. Currently, the 200 classrooms and 203 latrines in the different camps would ideally accommodate no more than 8,000 students (single shift). The poor conditions of some of the classrooms and the school infrastructure (including WASH facilities), in addition to the lack of educational facilities such as laboratories, libraries, computer labs and safe spaces for girls, remain a challenge to the delivery of quality education.

The integration process is still facing challenges related to the salaries of the 386 teachers (291 refugees and 95 nationals) who are still being supported

by UNHCR, while all teachers’ salaries should ultimately be under Government payroll. The delay in teacher recruitment by the Government is also affecting education expenses.

Additional challenges include the reduction in financial support that has seriously affected the quality of the school feeding and the distribution of scholastic materials and uniforms. Children residing in urban settings also still face serious risks of dropping out of school, due to the lack of financial assistance, especially in the provision of scholastic materials and uniforms.

Through the education intervention in 2017, key lessons were learned and some ways of addressing the different challenges were identified for possible implementation in 2018. It became increasingly clear that the full integration of refugee students into the national education system requires joint efforts among all actors, including UN agencies, NGO partners, national institutes and governmental entities. Therefore, more advocacy and coordination will be planned, strengthened and monitored in 2018.

The out-of-school assessment carried out in 2017 addressed various protection issues and concerns. Interventions aiming at tackling those issues require comprehensive coordination and planning, in order to be able to work on prevention and solutions for children at risk. Orientation sessions conducted for the newly arrived of Burundian children appeared to be a key contribution to their success in education, not only at the primary level. Increased attention will need to be paid to the quality of these sessions in 2018.

The integration of refugee children into the national education system contributed to enhance social cohesion between refugee communities and host communities, especially those living in the vicinity of the camps. Many inspiring examples were observed among children of different backgrounds and nationalities who became close friends and brought their families closer together.

UNHCR helped to construct 60 classrooms at Paysannat school, just outside Mahama camp in Rwanda. Refugee students from Burundi attend the primary school, together with children from the host community.



Rwanda

Teaching Values, Teaching Hope.
“I began my studies in a refugee camp,” he says. “I finished university as a refugee, and I’m a teacher.”

Ananias 35-year-old primary school teacher

Most of us will never know what it's like to live as a refugee: to flee everything you've ever known because of factors beyond your control, to wonder what your future will hold.

Because of the situations people forced from home must face, Educate A Child (EAC), the global programme of the Education Above All Foundation (EAA) and UNHCR have teamed up to give refugees hope.

Refugees like Ananias.

“To me, life can continue, even if problems are there,” he says.

The 35-year-old is a primary teacher at Paysannat satellite school, just outside Mahama camp in eastern Rwanda. It's UNHCR's newest and largest camp in the country, hosting 56,154 refugees who have fled the civil unrest in Burundi, like Ananias. 52.5 per cent of the refugees at the camp are under 18 years of age. At Paysannat school, Ananias teaches

refugee schoolchildren and students from the host community, thanks to a system developed by the Rwandan government and UNHCR.

Sixty classrooms were constructed with UNHCR's support inside Mahama camp for primary classes, making sure children of all ages have the chance to learn.

“I like being a teacher because in teaching, you teach many things,” he says. “You teach values, Burundian values, African values, and I hope that my students will have the best life in the future.”

The partnership between EAC and UNHCR supports teachers like Ananias, helping them create better lives, for themselves, the children they teach and their communities.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 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	378 desks	368 desks
Construct Child Friendly School (CFS) classrooms to increase accessibility of refugee in Government-run schools	89 classrooms to be constructed at Paysannat L (Mahama camp) , G S Gasaka (Kigeme camp), Nyabiheke and Umubano Primary school (Kiziba camp).	89 classrooms	Start of the construction of 16 classrooms	Finalisation of the construction of the 16 classrooms contracted in 2017
Construct or rehabilitate blocks of latrines and hand-washing facilities	Kigeme, Mugombwa and Nyabiheke	18 blocks of latrines and 30 hand washing facilities	2 blocks 20 latrines 10 hand washing facilities	No activities planned
Construct or rehabilitate fencing around schools and drainages	Kigeme, Nyabiheke and Mahama	7 fences around perimeter of 7 schools	1 fence	No activities planned
Rehabilitate and construct classrooms in various locations	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	42 classrooms	8 classrooms	Activity completed
Construct integrated sport/recreation facilities	Kigeme, Nyabiheke	2 facilities		
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	11,441 children in 6 schools	11,441 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	11,441 students	11,441 students
Provision of teaching materials		7 primary schools annually	7 schools	7 schools
Provision of scholarships to children with specific needs		186 scholarships 88 children enrolled	28 children with severe disabilities 82 students with moderate disabilities	Identification of potential specialised centres to enrol at least 60 children with severe disabilities
Provision of textbooks, teaching-learning materials (exercise books, pens, pencils and teaching guides) to teachers		973 teaching kits provided to 387 teachers	386 teaching material kits	200 teaching material kits
Provision of refugee educational personnel incentives		Payment of incentives to 387 educational personnel annually	386 teachers	200 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	291 (233 males and 58 females) teachers and headmasters	Continuous support to the 124 teachers enrolled in Teacher Training College out of the 291

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	60 PTA members	No activities planned
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	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	7 data management assistants	7 data management assistants
Recruit and provide salary for Data Management Assistant		7 data manager assistants recruited and paid salaries	7 data management assistants	7 data management assistants
Conduct OOSC Assessment	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	OOSC assessments conducted in 6 refugee camps	OOSC assessment and profiling in 5 Congolese camps	1 OOSC assesement in 1 camp
Establish computer laboratories (CTAs) 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	40 computers

South Sudan

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



OOSC Enrolment—Total to date **23,420**



OOSC Enrolment—Reporting period **13,201**



OVERALL CONTEXT

The operational environment in South Sudan remained highly volatile, with conflict spreading to almost all parts of the country. The Transitional Government of National Unity was unable to ensure security and the inflation rate tripled in 2017. The Sudan People’s Liberation Movement in Opposition (SPLA-IO) continued to operate in many parts of the country.

The president’s initiative in favour of a nationwide dialogue faced heavy criticism over the lack of inclusiveness and neutrality of the process. Violence increased in Upper Nile and Jonglei States, including in previously stable areas. In Equatorias, the conflict persisted with grave consequences for the civilian population. People were killed, tortured, arbitrarily arrested and driven from their homes, women and girls widely exposed to rape and other forms of violence. More people moved from their homes to border areas as a precaution.

Despite the rapidly changing security situation in the country, the refugee population in South Sudan increased by 8 per cent in 2017 to a total of 283,409 persons (65,909 households), as the Government of South Sudan continued to maintain an “open door” policy towards refugees. Refugees were spread over 21 different locations,

consisting of nine camps and 12 settlements. The Sudanese refugee population remained the largest, with 261,983 individuals (92 per cent), followed by 14,961 individuals (five per cent) from DRC Congo, 4,555 individuals (two per cent) from Ethiopia and 1,869 (one per cent) from Central African Republic. 52 per cent of the refugees are female and 91 per cent of them are hosted in Upper Nile and Unity States (mainly Sudanese refugees from Blue Nile and South Kordofan).

There have been no significant changes in the education programme in 2017. Overall, 58 per cent of primary school-aged children were enrolled in primary schools across the operation.

UNHCR offices in Jamjang and Maban continued to work with the Lutheran World Federation (LWF) and Save the Children International (SCI) as education partners. The intra-refugee conflict that took place in Maban in May 2017 severely affected the return of learners, leading to low attendance in schools.

IMPACT

Access to education was improved in 2017 through the construction of 39 semi-permanent classrooms and

the upgrading of 24. Safer learning environments were created and better student-classroom ratios were achieved. The average teacher-pupil ratio in Jamjang for example stood at 1:56 in primary schools in 2017, while the ratio had been 1:95 in 2016. Significant improvement was recorded in school enrolment in 2017 in comparison to 2016. In 2017, 13,201 school-age children were newly enrolled in primary school. Among them, 2,335 over-aged students participated in Accelerated Learning Programmes.

Increases in enrolment mainly took place in Jamjang thanks to improved access. Whereas there had been only five primary schools in Jamjang in 2016, the number was increased to 10 in 2017. The improved quality of education attracted children from the host community, as well as from Yida. The creation of conducive learning environments, facilitated by the provision of learning materials, better class management and training programmes for school management committees, were all factors contributing to significant increases in enrolment.

Children were given learning supplies, such as 3,500 learning kits and 2,350 textbooks, and participated in co-curricular activities. School uniforms and desks were provided, community-

based structures such as PTAs were supported to fully participate in education issues.

In order to improve the quality of education, a number of trainings were organised to improve teaching performance. 60 teachers continued to follow the pre- and in-service trainings.

Thanks to this initiative and additional trainings conducted outside the EAC programme, the percentage of teachers with a professional qualification increased from one per cent in 2016 to seven per cent by the end of 2017. Furthermore, teacher turnover was less than five per cent throughout the year 2017, which had a positive effect on the quality of teaching and learning.

A harmonised education database was developed and maintained by the education partners (SCI and LWF). Enrolment data was synchronised with UNHCR’s ProGres database, thus allowing proper follow up on out-of-school children. UNHCR, jointly with the MoE, launched the REMIS to improve education data collection analysis and reporting on refugees.

LWF worked closely with the Quality Assurance and Standards Department in the Ruweng State MoE to inspect schools and engage all State Education officers in order to ensure that refugee schools meet the minimum standards, as required by the national MoE. Lecturers training teachers were involved in classroom observations and provided feedback to the teachers in all schools. Joint monitoring visits were conducted by UNHCR and the MoE at county level.

The establishment of a collaboration between the Ministry and the agencies working in the camps was a key accomplishment and will help improve the quality of education for refugee children. The Education team continued to support standardised examinations across all the schools in Ajuong Thok and Pamir camps, and evaluations of student progress in schools were carried out. Education assistants were maintained in schools to increase the level of supervision

as well as coaching of head teachers on effective school administration and basic classroom practices.

With support from UNHCR, LWF enhanced the quality of, and access to, education through the use of technology by allowing teachers and learners to access online academic materials in situations where textbooks were not available. LWF focused on capacity building, helping teachers integrate ICT in lesson planning and liaised with partners involved in WASH, hygiene and protection, in order to ensure that schools provide a conducive and protective learning environment. An Instant Network School project was launched in Napata primary school, Jamjang. Teachers could interact with new technology to access information that was not available in books. This new access to technology was a great motivation for learners to come to school and contributed to an increase in the number of learners to a total of 2,637.

CHALLENGES AND LESSONS LEARNED

Despite encouraging improvements in school enrolment across camps in 2017, 42 per cent of school-aged refugee children were still out of school, according to UNHCR records. The reasons for children not being in school are diverse; some children have to take care of their siblings when parents are absent, others have to work to help support their families, especially in times of food shortages. In 2018, a survey will be carried out, with the aim of assessing the issue of out-of-school children.

Significant school dropouts have been recorded among female students, especially at upper primary levels. The reasons for dropping out are linked to cultural practices and traditional norms that do not value the education of girls, who are expected to get married at an early age and take care of the household. UNHCR Jamjang, in cooperation with LWF, has invested efforts in capacity building targeting community-based structures, with the

aim to increase their role in community through sensitisation activities focusing on the importance of education, especially for girls.

One concrete example was the establishment and strengthening of 10 school management committees (SMCs), five committees in Maban and five committees in Jamjang. Each committee is composed of 11 members and has clear objectives such as the promotion of girls’ education, the creation of safe learning environments and the emergence of community leadership through the involvement of PTAs in resolving disciplinary issues at school. Throughout the year, 12 trainings were conducted for PTAs and SMCs.

Shortages of scholastic materials and obstructions affecting their delivery have continued to present a challenge due to the influx of new refugee learners from South Kordofan and the relocation of children from Yida to Pamir in Jamjang.

The lack of qualified staff among the local population, especially teachers, made it very challenging to deliver quality education to children. A specific challenge was the low number of qualified female teachers, mostly due to language barriers, as the majority of qualified female teachers studied and completed their studies in Arabic, whereas the language of instruction in schools is English. In 2017, teachers were encouraged to join English classes offered for free in the camp to enable them to develop the necessary skills to teach in English. Additional efforts have to be made in the future to enrol in-service teachers in order to improve the quality of education.

Children who remain the most difficult to reach are the street children from Yida refugee settlement, some of whom were found to be involved in drugs, alcohol and petty crime, while some had previously been enrolled in the army and struggled with fitting in at school. These children require special support, including counselling and psychosocial support to address the effects of their traumatic experiences. UNHCR is currently relocating refugees

from Yida to Pamir refugee camp, where child protection partners are providing psychosocial support to the affected children. The possible future establishment of a rehabilitation centre for demobilised child soldiers is also being discussed.

Past examples showed that the actions undertaken by school management committees or camp leadership could sometimes have negative effects, with

children adopting increasingly deviant behaviours and refusing to attend school. More attention needs to be given in the future to the quality of psychosocial support.

Overall, more refugee learners are expected in 2018 as a result of the relocation of refugees from Yida to Ajuong Thok and Pamir in Jamjang, where additional influxes are expected.

More learners will be enrolled in schools, which will pose a challenge to the already congested facilities. Expanding facilities (classrooms, latrines), increasing the number of scholastic learning materials (desks, books and pens), recruiting and training additional teachers and attracting more female teachers, will be some of the ways to address the anticipated challenges.



Studying hard to achieve big dreams together. With dreams of being a president and a doctor, two cousins from Sudan, are working hard to make their dreams come true.

Kalo, 16 years old, and Kuku, 15, attend Napata primary school. In 2013, they were forced to run from everything they knew. They became separated from their parents and families in the process.

They travelled across the border to South Sudan and found safety at Ajuong Thok Refugee Camp. They now live with their uncle, and call themselves brothers.

“I want to be a doctor so I can help people,” says Kuku, whose favourite subject is science. He knows he will have to attend secondary school and university, so he’s working hard to catch up with his peers.

“We love going to school,” says Kalo. He has an ambitious dream of becoming a president one day so “he can work for everyone to have a better life.”

Kalo and Kuku love to relax with their friends and play football, but say “school is more important.”



Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 2018
Objective 1: Expand access to education				
Construct semi-permanent classrooms accessible to children with disabilities	Maban, Jamjang	113 classrooms	39 classrooms	15 classrooms
Maintain, improve and repair temporary learning space structures	Maban, Jamjang	61 semi-permanent learning spaces 30 blackboards 30 pieces of furniture for teachers	24 classrooms improved 30 blackboards 14 chairs	10 classrooms
Continue to implement accelerated learning program (ALP) to address over-aged learners in primary schools	Maban, Jamjang	10,466 students	2,335 students	1,200 students
Procure and deliver students' desks	Maban, Jamjang	8,473 desks	3,200 desks	1,500 desks
Objective 2: Improve the quality of teaching and learning				
Employ teachers and education supportive staffs	Maban, Jamjang	551 teachers 260 education supportive staffs	789 teachers/ education supportive staffs	315 teachers/education supportive staffs (60 newly employed among which 5 female teachers)
Recruitment and payment of female teachers	Maban, Jamjang	15 teachers annually	15 teachers	15 teachers
Procure and distribute learners kits	Maban, Jamjang	26,858 learner kits	3,500 learner kits	1,500 learner kits
Organize continuous in-service training leading to recognized national certification and continuous professional development courses	Maban, Jamjang	295 teachers trained annually	60 teachers	60 teachers
Procure and distribute textbooks and reference books / materials by grade level and relevant curriculum	Maban, Jamjang	28,889 textbooks	2,350 textbooks	16,000 textbooks
Objective 4: Promote awareness and advocacy on the importance of education for refugee children				
Conduct sensitization and awareness raising campaigns on the importance of education to support strategies for enrolment, attendance and retention	Maban, Jamjang	25 campaigns	20 campaigns	3 campaigns
Implement and monitor strategies for improving girls' access and retention at primary schools	Maban, Jamjang	6 different activities annually	6 activities	6 activities
Objective 5: Improve data collection, management and analysis to promote learning and better programming				
Conduct quarterly (early-grade) learning assessment in collaboration with MoE	Maban, Jamjang	18 meetings 1 assessment	10 meetings	6 meetings
Admit P8 students for the National Certificate Examination	Maban, Jamjang	1,930 students	593 students	800 students
Recruit and pay data management clerks (one per camp)	Maban	3 clerks recruited and paid annually	4 clerks	4 clerks
Develop and maintain education data management database and train data entry clerks and other education staff on data management	Maban	1 database developed and maintained 22 officers trained annually	1 database 22 officers	1 database 22 officers
Objective 7: Emphasise Community Participation in Education				
Conduct trainings for Students Councils, PTAs/School Management Committee	Maban, Jamjang	20 trainings conducted	12 trainings 10 members	6 trainings
Objective 8: Promote Innovation in Education Programming and Interventions				
Introduce ICT in centres and provide training for teachers' development	Jamjang	2 centres equipped 128 teachers trained annually	124 teachers	50 teachers
Connectivity, maintenance and repairs for ICT centres	Jamjang	2 ICT centres	2 ICT centres	2 ICT centres
Procure computers, equipment and accessories for Jamjang and Maban	Maban, Jamjang	48 pieces of equipment	28 pieces	10 pieces

Sudan

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



OOSC Enrolment—Total to date **41,532**



OOSC Enrolment—Reporting period **14,325**



OVERALL CONTEXT

In 2017, a total of 9,974 asylum-seekers were registered at border entry points in East Sudan, and a total of 3,501 completed the Refugee Status Determination process and were recognised as refugees, a similar trend to last year. As of 31 December 2017, East Sudan is home to 107,745 persons of concern residing in nine refugee camps and urban areas across Kassala, Gedaref, Sennar, Red Sea and Jezeera states. Between 2016 and 2017, the population increased by seven per cent.

During this period, no significant changes occurred in the socio-political environment. However, it is noteworthy that on 30 December 2017, a six-month state of emergency was declared by the Government of Sudan in Kassala State, in order to collect illegally possessed weapons and combat human trafficking and drug smuggling. No major incidents have been reported in East Sudan to UNHCR since the declaration.

Available resources are insufficient to meet the needs of the protracted refugee population and the growing number of new arrivals. Nearly 50 per cent of refugees in camps are estimated to live in chronic poverty, with limited access to livelihood opportunities. Consequently, many

new arrivals face a similar prospect. UNHCR is highly engaged in efforts to gain the support of partners (GIZ, GRC, DFID, UNICEF) for the inclusion of refugees within their programmes. Continued support from donors such as EAC is essential to ensure that children access good quality education in a safe learning environment.

In 2017, UNHCR continued to advocate with the Federal MoE for enhanced inclusion of refugee students into the national system. Advocacy activities were framed around the commitment made by the Government of Sudan during the Regional Conference on Refugee Education held in Djibouti in December, as well as the SDGs. The overriding theme “no one will be left behind” led to the refugee crisis being included as one of the main concerns in the Sudan Sector Plan for 2018-2022.

IMPACT

In the South, the number of refugee and host community learners studying at UNHCR-supported schools increased during the last two years, thanks to awareness-raising and sensitisation campaigns, provision of educational supplies, learning material, teacher incentives and examination

fees. For the academic year 2016-2017, UNHCR provided incentives for 13 headmasters, and examination fees for 534 students, through its partnerships with ADRA and in collaboration with the State MoE (SMoE) in White Nile State.

School infrastructure in White Nile State improved for both refugee students and teachers through the construction of 36 permanent classrooms and four offices for teachers, in addition to the construction of school fences for four schools, nine latrine blocks, 15 hand washing facilities and the rehabilitation of six classrooms. A significant increase in enrolment has been noted compared to previous years. Currently, the total number of South Sudanese refugee children of basic school age (5-11 years old) is 43,160, with 62 per cent (26,824) being enrolled in school, compared to 58 per cent in 2016.

In East Darfur State, the South Sudanese refugee school in Al Nimir Camp was supported with 16 chairs, 30 desks for teachers, six cupboards, 160 desks and 160 benches. Additionally, one refugee school in Kario was rehabilitated to accommodate 1,692 children, offering a second shift as well as renovated school stores and offices for teachers. Water supply facilities were also improved in both camp schools.

In Kassala State, UNHCR distributed learning materials including stationery to 22 schools, thus covering the needs of 11,589 students (both refugees and host community children). The provision of learning materials decreased the financial burden for families and improved the textbook-student ratio from 1:2 to 1:1. Furthermore, UNHCR completed the construction of one primary school in Shagarab II camp and provided furniture. Through its partner, UNHCR recruited 14 teachers, including one head master and one deputy head master for the new school year in July 2018. This will contribute to decongesting existing refugee schools.

In Khartoum State, 550 refugee students received tuition fees and book and clothing allowances, and school supplies were distributed to 1,500 learners. Exam fees were paid for 213 South Sudanese pupils to enable them to sit the basic (primary) certificate exam. Additionally, 287 refugee students were supported with school fees, which enabled them to access school.

In order to increase the quality of basic education in White Nile State, a training was successfully completed for 200 South Sudanese refugee teachers (172 male and 28 female) from Al Salam and Al Jabalain. The training, organised in coordination with the MoE Teacher Training Department, focused on teaching methodologies, new curriculum approaches, main core subjects and psychosocial support, with the aim of improving education quality and teaching methods. In Khartoum State, trainings were conducted for 70 teachers, including 45 women, in schools hosting refugee students.

In East Sudan, 260 teachers (65 per cent female) from schools in all refugee camps were trained on teaching methods, code of conduct, elements of child friendly schools and core subjects. The training enhanced teachers' capacity in ensuring safe and secure learning environments for refugee children. Technical monitoring visits were conducted for

all 22 schools, in order to monitor teachers' performance and propose interventions to improve teaching skills that ultimately will enhance students' performance.

As a result of continuous advocacy efforts, the Ministry of International Cooperation and the MoE demonstrated their interest in incorporating refugee education data in the national EMIS and Rapid Survey formats. A refugee committee was formed by ministerial decision to verify refugee enrolment data and current data collection formats. The establishment of coordination mechanisms with the MoE also increased awareness among government counterparts and other partners about refugee education, and facilitated the implementation of a refugee education workshop in Khartoum. The creation of the Refugee Education Technical Advisory Group at Khartoum level and the Refugee Working Group at the field level, facilitated coordination meetings on refugee education activities.

In collaboration with the MoE, UNHCR conducted an awareness raising campaign to emphasise the importance of increasing refugee children enrolment and reducing dropouts. The campaign was organised across six camps including Girba, Wad Sharifey, Kilo 26 and Shagarab I, II, III camps. More than 5,000 persons participated, including children, youth, parents and community committees. Six additional community mobilisation sessions were organised for more than 3,000 individuals on the importance of facilitating community participation in addressing girls' education, education of children with special needs, as well as the Accelerated Learning Programme.

In Kassala region, UNHCR launched 20 ALP classes in eight refugee camps including Um Gargour, Wad Sharifey, Girba, Kilo 26, Shagarab I, II, III, and Abuda camps, and enrolled a total of 1,419 out-of-school children and youth (60 per cent female) in the programme. A total of 136 students (46 per cent female) from the 2016 ALP

were integrated into formal education in 2017. A key accomplishment in the Eastern part of Sudan was the enrolment of 1,419 out-of-school refugee children in the ALP classes and the integration of 136 refugee students into formal education.

Five student committees were established in five primary schools in Fau 5 and Um Gargour camps, and 17 student committees in all nine camps were supported. Each student committee is composed of 20 student volunteers, and there is a 50/50 male-female composition in mixed schools. The main objectives of the student committees are to increase the enrolment and retention of children, especially girls, to share information with other children, to link the school with the community by raising awareness on health, sanitation, peaceful coexistence and cultural issues with the children, their families and the whole community.

The student committees convey awareness messages through drama, songs, puppet theatre, dialogue, and wall magazines. UNHCR supported the student committees with the provision of materials and equipment for recreational activities such as football, volleyball, and equipment for food processing for the implementation of these activities.

The MoE of Kassala and Gedaref States implemented the student committee activity. Five income generating activity (IGA) projects were implemented in five schools in Shagarab I, II, III, Girba and Wad Sharifey camps to support schools with administrative expenses, build the capacity of PTAs and improve the learning environment.

A project committee comprised of PTAs and school management was responsible for managing the IGA projects. Thanks to the income generated by the activities, the PTA provided 15 teachers with teacher entitlements. Incentives and salaries contributed to ensuring retention and motivation of qualified teachers working in remote camps. The PTA also provided lamps for students,



South Sudanese refugee children in East Darfur, Sudan, show big smiles after receiving school supplies at the start of the school year. As many South Sudanese refugee children

are out of school, UNHCR and its partners are working to ensure that more children have access to education.

chalk, cleaning tools, transportation to a school event, school facility maintenance. 1,900 primary school students (60 per cent female) received an education grant to cover the cost of school uniforms, school fees and school bags.

The organisation of PTAs that successfully contributed to subsidising administrative running cost in the West Girls Primary School in Um Gargour camp is a remarkable example of good practice. The PTAs were provided with three tents that they rented for special occasions such as festivals or weddings, which enabled them to earn a total of 6,760 Sudanese Pounds.

The proceeds were spent to cover school administrative expenses, which included substitute teachers, lamps for students to revise their lessons at night, chalk, cleaning tools, transportation to a school event, school facility maintenance, and a store to keep the tents. The PTA is planning to use the remaining budget to purchase chairs and tables to be rented at different events during 2018, in order to increase their annual income to support the school administration.

CHALLENGES AND LESSONS LEARNED

The continued mass influx of South Sudanese refugees, the majority of whom are school-age children, has contributed to a challenging and critical situation in the Southern part of the country. UNHCR is expecting approximately 200,000 new arrivals from South Sudan throughout 2018.

In Eastern Sudan, a key challenge that UNHCR encountered during implementation was the primary school dropout rate due to various socio-economic issues such as poverty, child labour, early marriage, and congested classrooms. The Out of School Study conducted by UNHCR in 2016 showed that the average dropout rate through the primary education cycle in refugee camps was 63 per cent, compared to 63.55 per cent in host community

schools. The highest dropout rates were found to be in the final grades of primary school (grades 5 to 8) in both refugee and host community schools. Root causes were found to be poverty, parents’ illiteracy, lack of interest in education, and frequent grade level repetition.

The study highlighted the positive impacts of infrastructure improvements including school feeding programs, teacher training, developments in data management and reporting systems, and pointed out the importance of awareness campaigns and sensitisation sessions on the importance of education.

One of the lessons learned was the need to tailor PTA engagement at different levels to ensure success for all. This would be accomplished by changing the PTA membership to ensure more active members are involved, and by training and closely monitoring the PTAs. UNHCR also found out that there is a need to develop a case-by-case approach when it comes to strengthening partners’ capacity and enabling refugee communities to address gaps. In 2018, UNHCR will train its partners and refugee committees in project management, in particular regarding income generating activities, as well as monitoring and evaluation.

In the case of South Sudanese refugees, out-of-camp refugees, who are scattered amongst host communities, are difficult to reach with services and their children hard to enrol in host community schools.

In Eastern Sudan, new arrivals and children in the Unaccompanied Children’s Centre continue to be difficult to reach, mainly due to the fact that these children prefer to continue learning in Tigrinya instead of Arabic, the language of instruction in Sudan. The Tigrinya school in Shagarab II camp is registered under the MoE as a public school. Children in grades 1 to 5 attend classes held in Tigrinya and later on change into the national curriculum in English. The Eritrean curriculum is similar to the Sudanese national curriculum with the sole

exception of geography and history. The Tigrinya school offers a curriculum including classes in Arabic and English, thus making the transition from the Eritrean to the Sudanese curriculum easier and more effective.

Activity Description	Targets			
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 2018
Objective 1: Expand access to education				
Construction of 1 new girl’s school for Shagarab	Kassala	1 school	1 school	Activity completed
Construct and improve 5 WATSAN Systems In the camps schools in Wad Sharifi , Shagarab , Kilo 26 , Abuda	Kassala	5 systems improved	Activity completed	
Provision of school furniture for the new school (8 classrooms) in Shagarab	Kassala	1 school 16 classrooms 3 offices	1 school 8 classrooms 3 offices 150 desks 4 cupboards 14 teacher tables 1 cabinet	Activity completed
Rehabilitation of 2 schools in Kilo-26 including construction of a latrine unit and rehabilitation of 4 teacher houses	Kassala	2 schools 2 latrine units 4 teacher houses	Activity completed	
Rehabilitation of 1 school including 4 teacher houses in Abuda camp	Kassala	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	36 classrooms 4 teachers offices 4 school fences	36 classrooms 4 teachers offices 4 school fences
Rehabilitation of classrooms including construction of a latrine unit and rehabilitation of teacher offices	White Nile	6 classrooms	6 classrooms	Activity completed
Construction of latrine and improve water and sanitation systems (WATSAN)	White Nile	9 latrine blocks 15 handwashing facilities	9 latrine blocks 36 latrines 15 handwashing facilities	Activity completed
Rehabilitation and maintenance of schools in Kario camp and construction of child friendly spaces (1 in Alnimer and 1 in Kario)	Darfur	2 schools	Rehabilitation of El Nimer School and Kario school (2 offices and stores)	Renovation of 2 schools (Kario & Nimir)
Improvement of existing water facilities	Darfur	2 schools	Water connected and installation improved in 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	4 offices furnished (24 chairs, 8 office tables, 8 cabinets)	Activity completed
Provision of school furniture	Darfur	16 chairs 160 desks 160 benches 30 desks for teachers 6 cupboards	16 chairs 160 desks, 160 benches, 30 desks for teachers 6 cupboards provided for El Nimer school in East Darfur	Activity completed
Rehabilitation of classrooms (South Sudanese and Refugee Old caseload)	Khartoum	6 classrooms renovated 3 offices renovated 6 schools rehabilitated 130 sets desks/chairs	Activity completed	
School Grants refugee children to primary School (urban Refugee / South Sudanese Refugees and Old Caseload)	Khartoum	2,060 allowances/fees provided	550 book allowances 550 tuition fees 550 clothing allowances	Activity completed

School grants for children in poor/ vulnerable households (all camps)	Kassala	4,166 students	1,449 students	2,226 students
School fees for vulnerable children	Khartoum	612 students	500 students	Activity completed
School and exam fees for vulnerable children (South Sudanese Refugee)	White Nile	534 students	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	400 children	400 children
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	20 classes 1,419 students	20 classes
Objective 2: Improve the quality of teaching and learning				
Teachers & headmaster incentives in White Nile (South Sudanese Refugee)	White Nile	125 teachers, headmasters	13 headmasters	112 teachers 13 headmasters
Teachers & headmaster incentives	Darfur	114 teachers 6 headmasters	No activities planned	120 teachers, headmasters
Teachers incentives	Kordofans	99 Teachers	No activities planned	99 teachers
Stationery/learning materials (i.e. school kits) and school uniforms for vulnerable children	Kassala	22 schools annually	22 schools 11,589 students	22 schools
Provision of uniforms, text and exercise books	Kordofans	4,772 uniforms 3,320 textbooks and exercise books	No activities planned	SK: 2,992 school uniforms & 1,850 text books WK: 1,470 textbooks
Provision of uniforms	White Nile	30,089 uniforms	No activities planned	12,589 uniforms
Students provided with books and stationery/learning materials (i.e. school kits) school supplies & furniture	Khartoum	5,880 students annually	1,500 students	Activity completed
Provision of uniforms, text and exercise books	Darfur	10,080 uniforms 2,450 textbooks	No activities planned	10,080 uniforms 2,450 textbooks
Recruitment and payment of new teachers and headmasters in Shagarab	Kassala	14 annually	12 teachers 1 headmaster 1 deputy headmaster	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	Kassala	230 teachers, head masters and deputy head	15 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.	Kassala	400 teachers	260 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	70 teachers	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 including ToT training on psychosocial support (South Sudanese Refugee)	White Nile	321 teachers	200 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	10 committees established 10 committees supported	Activity completed
Objective 4: Promote awareness and advocacy on the importance of education for refugee children				
Awareness campaigns to increase the enrolment and reduce the drop out (all camps)	Kassala	2 campaigns	1 campaign	Activity completed
Targeted community mobilization sessions to address girls education and children with special needs and minority groups education (all camps)	Kassala	18 sessions	6 sessions	6 sessions
Objective 5: Improve data collection, management and analysis to promote learning and better programming				
Regular technical monitoring/supervision of learning achievements conducted (in 22 schools)	Kassala	3 technical monitoring visits per school annually	3 technical monitoring visits	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)	Khartoum	1 assessment	Activity completed	
Objective 6: Strengthen capacity and partnerships with ministries of education and other education actors to enable more refugee children to access school				
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	Khartoum	1 Result Based Monitoring and Evaluation training	Activity completed	
Objective 7: Emphasise community participation in education				
Capacity building of PTA (IGA) (all camps)	Kassala	3 trainings 15 projects 15 PTA committees	1 training 5 projects 5 PTA committees	1 training 5 projects 5 PTA committees
Trainings for PTA members on co-school management & promotion of importance of girls education	Darfur	40 members trained	Activity completed	
Support to Loan and Saving Programmes to support PTAs in urban refugee schools	Khartoum	10 PTAs supported	Activity completed	

Syria

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



OOSC Enrolment—Total to date **300,542**



OOSC Enrolment—Reporting period **168,759**



OVERALL CONTEXT

The Syrian Arab Republic (Syria) continues to be the biggest humanitarian and refugee crisis in the world today, with some 6.1 million Syrians internally displaced and nearly 5.5 million refugees hosted in Egypt, Iraq, Jordan, Lebanon and Turkey. Over 2.6 million people were newly displaced across the country in 2017, with many people displaced multiple times. The UN estimates that 13.1 million people are in need inside Syria, 51 per cent of whom are female and 41 per cent are children. Sanctions, economic recession, fluctuating national currency, soaring food and fuel prices, destroyed infrastructure and reduced availability of basic services have further aggravated the humanitarian situation. The crisis has resulted in the loss of livelihoods and strained coping capacities of Syrians across the country, exposing them to major protection risks. Another serious consequence is the loss of civil documentation, impacting freedom of movement, access to safety, humanitarian aid, basic services and livelihoods, and which may, if not timely addressed, result in statelessness.

The scope and range of protection issues affecting children in Syria is ever widening due to the prolonged nature of the crisis. Challenges include

continued exposure to violence, risks of family separation and depletion of families and communities' coping mechanisms. These are all taking a huge toll on children and causing multiple deprivations of rights.

UNHCR continued its large-scale response inside Syria despite operational challenges such as insecurity and limited access. Between January and November 2017, approximately 6.2 million people were reached with protection services, shelter, basic relief items, and health assistance, including through cross-border interventions from Turkey and Jordan, as part of the 'Whole of Syria' response and in accordance with relevant Security Council resolutions.

Despite the ongoing violence in many parts of Syria in 2017, some areas of relative stability are emerging. It is estimated that some 720,000 Syrian IDPs returned home between January and October while around 75,000 Syrian refugees returned over the course of 2017. These self-organised returns occurred without facilitation by the international humanitarian and development community. UNHCR believes that the overall conditions for safe, dignified and sustainable returns are not yet in place in many parts of the country.

IMPACT

Through partnerships with NGOs across the country and in close cooperation with the MoE, UNHCR successfully delivered primary education activities to affected school-age refugee and IDP children, enhancing their access to education. In order to promote access to formal education, UNHCR rehabilitated 50 schools, through its partners in Damascus, Rural Damascus, Sweida, Homs, Latakia and Aleppo governorates, in addition to 68 prefabricated classrooms in Rural Damascus, Aleppo and Dara'a governorates, which benefited around 41,992 students in areas with low enrolment and/or high numbers of IDPs.

9,014 refugee and asylum-seeker students of which 8,266 primary school students were supported through EAC funds, received conditional education grants to help them cover educational expenses, and 1,510 refugees received information/ counselling on school registration procedures in public schools, prevention of dropout, placement tests, certification procedures, remedial classes and other education programmes through UNHCR.

Throughout 2017, 168,053 vulnerable IDP students and 706 refugee and

asylum-seeker students benefitted from remedial and catch-up classes, accelerated learning programmes and summer camps, which were implemented through the network of 90 community centres funded by UNHCR across 11 governorates. These programmes facilitated the reintegration of OOSC or dropped out children from IDP and affected host communities into the public education system.

Throughout the year, UNHCR continued its endeavors to improve the quality of education in collaboration with the MoE by enhancing teachers' skills that are especially relevant in the context of a conflict. 1,616 teachers received trainings on basic psychosocial support, mental health and life skills in various Syrian governorates. The workshops were delivered through UNHCR's partners and focused on equipping teachers with techniques to better respond to the needs of their students, create a safe learning environment and deliver quality education.

Despite the challenging operational conditions prevailing in Syria, with inevitable restricted access and complex protection risks to respond to, education is regarded as a critical vehicle to address child protection and SGBV concerns and provide children with a perspective for their future. The cash grants programme offered vulnerable refugee and asylum-seeker families support that allowed them to enrol their children in school, and thus prevent their exposure to child protection and SGBV risks, in addition to responding to their educational needs.

UNHCR continues to maintain information and data management systems for its response to refugees, asylum-seekers and IDPs. For refugees and asylum-seekers, UNHCR uses ProGres, as well as the Refugee Assistance Information System (RAIS). For IDPs, UNHCR maintains a comprehensive data repository of Who does What, Where, and When tool (4Ws), in line with the Humanitarian Response Programme

(HRP) activities and indicators for the inter-agency response. This database is fed by data collected from partners across the country in relation to HRP activities and indicators. In addition, regular monitoring is carried out to measure the impact of services provided to UNHCR's persons of concern, which informs future programming of response activities, in line with identified needs. In addition, EMIS is operational and managed by the MoE. However, timely data collection and analysis are weak, especially for schools and children in besieged and hard-to-reach locations.

UNHCR actively participates in the Education Sector led by UNICEF and the MoE. UNHCR continues to advocate for the humanitarian needs of refugee and asylum-seeker children directly with the Government of Syria, as well as being a member of the Education Sector for IDP children. The Education Sector provides a platform to exchange information, coordinate activities with education stakeholders and standardise the response. UNHCR also holds regular coordination meetings with its implementing partners to review education activities and challenges.

CHALLENGES AND LESSONS LEARNED

Due to the ongoing hostilities and insecurity in Syria, access to and quality of education remain severely limited across the country, with schools and teachers requiring increased support. The destruction and damage of schools has led to an acute need for additional learning spaces across the country. Some schools still operate in double or triple shifts to accommodate the large number of children trying to return to school, which significantly affects the quality of learning.

With more than 150,000 teachers and education staff having left their positions since the start of the crisis, there is a significant lack of teachers, while the capacity and capability of available teachers is severely

over-stretched. Both the quality and availability of teaching is far short of meeting the demand, which increases the risk of children dropping out, but also gravely affects their learning outcomes. An estimated 1.75 million children remain out of school inside the country.

The implementation of UNHCR's education programme in 2017 faced challenges such as bureaucratic procedures to obtain approvals from the competent authorities to rehabilitate schools, which resulted in significant delays, as well as administrative barriers preventing UNHCR from carrying out monitoring education activities and rehabilitation work in schools in Rural Damascus.

To address this, UNHCR had to utilise its network of outreach volunteers to monitor the implementation. In addition, fluctuation in currency exchange rates significantly affected prices and increased implementation costs.

Another challenge was the identification of, and outreach to, OOSC. Due to constant and sometimes multiple displacement, identifying and tracking OOSC and their responsible adults to provide proper counselling and support became almost unfeasible. Partners were able to mitigate this by relaying information about identified cases across the network of 2,190 IDP and 110 refugee outreach volunteers, who in some cases were able to reach out to them in their new location and support their reintegration into the education system.

A lack of school certificates due to forced displacement hinders access to education and affects IDP, refugee and asylum-seeker students. To tackle this issue, UNHCR and partners of the Education Sector agreed with the MoE to apply a placement test scheme, in order to determine the suitable school grade of IDP, refugee and asylum-seeker students so that they can register accordingly.

The sensitivity and complexity of education in the North East of

Syria is a real challenge due to the presence of KSA's curriculum, which is not accredited by the Syrian government. As a consequence, children who are attending these schools are considered as dropouts. The few schools providing the Syrian official curriculum are located far away, thus exposing many children to exploitation and other protection risks on their long journey to Syrian schools. This also caused an increase in the number of children inside the Syrian public schools, where the number of children per classroom reached 120. In the North East of Syria, it has been decided, as a preventive measure, to provide the education grant to all refugee children and some asylum seeking children aged 5-18 (with EAC funds supporting primary school children), regardless of their actual enrolment, to avoid creating tensions.

In order to achieve the ultimate goal of UNHCR's education programme for IDPs, which is to reintegrate OOSC or dropped out children into the public school system, closer cooperation between the community centres and the schools in their catchment area is essential. This includes referrals of children who are at risk or have undergone traumatic experiences from schools to community centres, in order to receive child protection services, recreational activities and psychosocial support. The MoE has agreed on closer cooperation, which will be integrated in a Memorandum of Understanding that UNHCR intends to conclude with the MoE in 2018.

Syria



Seven-year-old Mohamad is from Syria. His family returned to their home city of Aleppo, where Mohamad has started taking English classes at a UNHCR-supported community

centre. He dreams of becoming an English teacher.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 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	168,053 IDP students	110,000 IDP students
Distribution of cash grants	All governorates	6,500 students annually	8,266 refugee students	No activities planned
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.	All governorates	800 students annually	706 refugee students	800 refugee students
Rehabilitation of public schools	Damascus , Rural Damascus, Homs Aleppo and Dara'a	130 schools 150 pre-fabricated classrooms	50 schools 845 classrooms 68 pre-fabricated classrooms	30 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	1,616 personnel	750 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	168,053 IDP students	110,000 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.	All governorates	800 individuals annually	1,510 refugee students	800 refugee students

Uganda

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



OOSC Enrolment—Total to date **151,592**



OOSC Enrolment—Reporting period **96,569**



OVERALL CONTEXT

Uganda received over 408,000 new arrivals in 2017, becoming the largest refugee hosting country in Africa, with 1,395,146 refugees and asylum seekers hosted on its territory. New settlements were opened in Imvepi, Palabek and Rhino extensions (Omugo and Ofua) to accommodate new arrivals. The end of the year saw a massive deterioration of the security situation in North Kivu and Ituri provinces in the DRC, leading to a sudden spike in the number of new arrivals to Uganda, with some 45,000 new arrivals received between mid-December 2017 and mid-February 2018.

There are currently more than 624,000 school-age refugee children in Uganda. Only 44 per cent (272,774) of them were enrolled in some form of education. Out of 337,228 primary school-age refugee children (6-12 years), only 199,417 (59 per cent) were enrolled in primary education. Gross enrolment in primary education increased by 80 per cent between 2016 (110,735 children) and 2017 (199,417 children), mainly due to the new settlements in Imvepi, Moyo, and the opening of new schools in Yumbe, Rhino Camp and Kiryandongo.

An Education Response Plan (ERP) for Refugees and Host Communities was drafted jointly by the MoE and

Sports (MoES), UNHCR, UNICEF and other education and development partners. The ERP is designed to be a rolling work plan starting from July 2018, with the aim of setting up a realistic and implementable plan to ensure improved learning outcomes for increasing numbers of refugee and host community children and adolescents across Uganda. By the end of 2017, the ERP was close to finalisation and was about to be submitted to the MoES for approval.

IMPACT

The Ugandan Refugee Act of 2006 stipulates the right of refugee children to education. In addition, the Uganda Education Act of 2008 states that “primary education shall be universal and compulsory for pupils aged six years and above and shall last seven years”, which includes refugee children. The general approach in Uganda is to integrate urban and settlement-based refugee learners into national systems where possible and appropriate. This has been vital in the provision of a protective environment for refugee children and young people.

The construction of classrooms as part of the EAC programme (30 in the South-West, 4 in the Mid-West, 53 in

West Nile) contributed to increasing children’s learning spaces, improving enrolment, attendance, protection, and reducing congestion in classrooms, thus resulting in improved learning environments and increased access to education. As a result, classroom-pupil ratios improved from 1:130 to 1:128 in the South-West, from 1:140 to 1:133 in the Mid-West, from 1:119 to 1:84 in Moyo, and from 1:119 to 1:90 in Adjumani. 110 latrines were constructed in schools in the South-West, which resulted in improved sanitation and reduced the pupil-latrine ratio in targeted settlements from 1:81 to 1:62. The construction of administration blocks in schools in the Mid-West also led to an improved administration environment for school management. Last but not least, the construction of accommodation rooms for teachers (38 in West Nile and 21 in the Mid/South-West) resulted in improved welfare of teaching staff, reduction of teachers’ commuting time, timely delivery of lessons, reduced teacher absenteeism, and ultimately better learning outcomes.

Through the recruitment and retention of 568 teachers (383 in West Nile, 103 in the South-West and 82 in the Mid-West), significant improvements in the teacher-pupil ratio could be observed in Moyo (from 1:105 to 1:82) and in Bidibidi (from 1:210 to 1:154). In Rwamwanja in the South-West, the

improved learning environment led to 98 per cent of the pupils being promoted to the next class, with an overall primary level examination (PLE) pass rate of 97.4 per cent. In Kyangwali in the Mid-West, pupil performance was greatly enhanced in 2017, with 95 per cent of the pupils who sat for the exam successfully completing.

Procurement of scholastic materials, including textbooks, exercise books and stationary, helped improve the quality of teaching and learning. 504 desks were distributed in the Mid/South-West and 7,314 textbooks and exercise books in West Nile. In the urban setting, 11 refugee schools benefited from the distribution of 549 desks.

2,455 learners were supported with end-of-term exams, which helped pupils achieve better results, and also contributed to the integration of refugee children into the Ugandan education system. 1,600 PLE candidates were supported with examination fees, and 66 per cent of them were able to transition from primary to secondary levels. The procurement of a heavy duty printer enabled the timely printing of mid-term and beginning of term exams for upper primary classes in Bidibidi.

The EAC programme also helped enrol 238 children with special needs (126 in the Mid-West and South West regions and 112 in the West Nile region) in primary education in schools offering programmes adapted to their specific needs. The provided support included payment of tuition fees, as well as provision of transportation, scholastic materials and boarding supplies. This improved learning abilities, helped develop life skills and built hope for children who had not been able to access schools in Uganda.

Community meetings were held in seven schools in the Mid/South-West to plan and agree on timelines for implementation of a school feeding programme. By the year end, all the schools were provided with technical support for the start of the programme. This has tremendously improved children's attendance in the second

half of the year, most notably following the first harvest.

The programme enabled both UNHCR and partner staff to ensure the smooth implementation of programme activities, as well as joint monitoring and effective coordination and communication with all stakeholders. The District Education Office was engaged in the monitoring of education service provision in the settlements and ensured adherence to MoES standards. Feedback was provided to the school administration to improve teaching and learning. District authorities took the lead in providing teacher recruitment guidance, facilitated trainings and participated in the special education school assessment.

Alongside the significant increase in learning spaces that resulted in reduced classroom congestion, increased enrolment and attendance, and improved quality of learning, it is also worth highlighting the teacher retention rate of 95 per cent as one of the key accomplishments of 2017. This was achieved through capacity building, construction of teacher accommodation and teacher motivation derived from constant support visits. In addition, teachers who demonstrated innovative technique and practice were rewarded with additional materials such as dictionaries, or a certificate presented by the head teacher in recognition of their work.

Improvements were also made regarding the promotion and strengthening of community-based support structures through awareness sessions and campaigns, meetings with different stakeholders and school child club activities, with the support of village education committees. The strengthened coordination between all education partners and the emergence of a shared vision for education, as well as the engagement of local authorities during the implementation of all activities, were other key factors of success.

As part of the activities implemented under the EAC programme, Finn

Church Aid, in partnership with Teachers Without Borders, conducted teacher inductions in cooperation with the District Education Office. Regular school visits were conducted to support teachers in testing no cost innovations around classroom practices, improving pupil participation, improving learning, creating a welcoming and inclusive learning environment. All this in turn boosted teacher motivation and contributed toward building in teachers a sense of professionalisation.

CHALLENGES AND LESSONS LEARNED

Some of the planned activities could not be implemented in Kampala in 2017. The payment of mandatory utility and associated school charges for 35 vulnerable children, as well as the provision of school fees and assistive devices to refugee children with special needs, were to be implemented under the Urban Refugee Programme (Kampala-based location). The internal challenges faced by the sole implementing partner of the Urban programme resulted in delays in the implementation of activities and the provision of services to some of the most vulnerable refugees in the urban areas. As a consequence, the budget and corresponding activities were diverted to the South-West location.

The unprecedented massive influx of refugees into Uganda in 2016-2017 has put enormous pressure on the country's education services, for which resources were already limited. Main challenges include limited and poor infrastructure and facilities, insufficient teachers, overcrowded classrooms, insufficient teaching and scholastic materials, insufficient number of schools requiring children to travel long distances, and inadequate teacher accommodation. While schools have welcomed and integrated refugee children, District Education Departments do not have sufficient capacity to provide additional facilities and resources for the increasing numbers of students.



Teacher leads a lesson for South Sudanese refugees in Pagirinya primary school at the Pagirinya camp in Uganda.



An instructor helps build students’ vocabularies during an English lesson at Pagirinya primary school in Uganda.

Although refugee children in Uganda can access universal primary education free of charge, there is however a hidden cost. When household resources are limited, boys’ schooling is likely to be prioritised, thus girls face challenges to continue schooling caused by negative cultural beliefs and practices, which often leads parents to pull them out of school when they are considered mature enough to contribute to household chores or family businesses. Without the protection of school communities, children are deprived of various skills and knowledge building, access to critical information, peer support system as well as recreational activities, all of which contribute to the strengthening of their psychosocial and physical wellbeing. Young girls in particular face protection risks such as early marriage and family pressure to earn income through risky activities.

In addition, language continues to be a challenge especially for refugee children from Francophone countries. This greatly prevents some refugee children from enrolling in schools, hence affecting enrolment rates.

Various actions were put in place to address the challenges amidst the overstretched resources. UNHCR Uganda undertook specific development projects geared towards supporting refugees and hosting communities in the sectors of livelihoods, education, health and WASH. Such projects continue to be hailed by the local communities and have contributed to harmonious relationships between hosts and refugees. Increased involvement and contribution from parents was continuously encouraged through various meetings and dialogues to address cultural beliefs, support school feeding and encourage children to attend school.

As part of the lessons learnt from the challenges met in the implementation of the Urban programme, the Implementing Partner Management Committee recommended to have more than one partner to implement activities in the Urban as this would mitigate programme delivery risks during the provision of assistance programme to Urban refugees. In 2018, the Operation will adapt other implementation arrangements including engagement of other

technical agencies and direct implementation to ensure that the components under the Urban are implemented before year end.

A significant number of children and adolescents in both refugee settlements and host communities continue to have limited learning opportunities, usually because they have missed out on schooling due to a protracted crisis and are too old to join formal education, or because they do not have the necessary examination certificates. New opportunities for children and adolescents who are unable to enrol in the formal primary school system have been introduced, including the scaling-up of accelerated education programmes that will help increase overall school enrolment and reduce the number of over-aged children enrolled in primary schools, currently estimated at 19 per cent (approximately 38,000 learners in the eight refugee hosting districts). Plans are underway to harmonise accelerated education programmes across the settlements, based on a review of students’ needs, and to revise the curriculum to ensure it is relevant and up-to-date.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 2018
Objective 1: Expand Access to Education				
Pay mandatory utility and associated school charges for vulnerable children identified through the BID/BIA to guarantee access to UPE schools	Kampala	135 individuals	0	100 individuals
Provide school fees and assistive devices to refugee children with special needs to access special needs schools	Kampala	141 individuals	0	50 individuals
Enrol additional children with specific needs; School uniforms, and assorted scholastic materials	Mid West / South West	252 individuals	126 individuals	40 individuals 35 PSN children from Kyangwali
Enrol additional children with specific needs; School uniforms, and assorted scholastic materials	West Nile	419 individuals	112 individuals	153 individuals
Provision of Accelerated Education	West Nile	70 children	No activities planned	70 children
Exam fees provided for vulnerable children and procure and administer beginning and mid-term examinations and holiday package P4-P7	West Nile	6,368 individuals	2,455 individuals	3,295 individuals
Construction of new classrooms	South West	50 classrooms	30 classrooms	3 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	38 teacher accommodation rooms	50 teacher accommodation rooms
Construction of new classrooms with adjoining administrative office	Mid West	19 classrooms	4 classrooms with adjoining admin office	4 classrooms with adjoining admin office
Construct rooms of teacher accommodation, built over a period of 2 years	South West / Mid west	30 teacher accommodation rooms	21 teacher accommodation rooms	12 teacher accommodation rooms
Construct classrooms in UPE schools with the highest refugee enrolment, built over a 2-year period.	Kampala	4 classrooms	No activities planned	4 classrooms
Construction and renovation of classrooms	West Nile	242 classrooms constructed 42 classrooms renovated	53 classrooms constructed	12 classrooms
Construction of stances of drainable pit latrines, and wash rooms/ urinals attached	South West	88 latrines	110 latrines	20 latrines
Construct waterborne toilets latrines in UPE schools with high refugee enrolment	Kampala	110 latrines 2 water borne toilets	No activities planned	2 water borne toilets
Procure and distribute desks	Mid / South West	6,334 desks	504 desks	100 desks
Procure and distribute desks to 3 UPE schools with highest refugee enrolment	Kampala	600 desks	549 desks	200 desks
Objective 2: Improve the Quality of Teaching and Learning				
Recruit and deploy additional teachers	South West	106 teachers deployed and paid	103 teachers	100 teachers
Recruit and deploy additional teachers	West Nile	1,250 teachers deployed and paid	383 teachers	195 teachers
Recruit and deploy additional teachers	Mid West	143 teachers deployed and paid	82 teachers	90 teachers
Increased improvement for children with special learning needs	West Nile	200 children with special learning needs enrolled in special needs schools	No activities planned	200 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 exercise books 12,150 textbooks 200 lesson planning books Scholastic materials distributed to 12,000 students	5,000 textbooks 2,314 exercise books	5,000 textbooks 2,314 exercise books
Support for classroom assistants for further training to become qualified teachers	West Nile	60 classroom assistants	No activities planned	60 classroom assistants
Enrol teachers in in-service refresher courses training	South West	281 teachers	42 teachers	100 teachers
Objective 3: Ensure safe learning environments for children				
Speak out Program, 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, school family initiatives	Kampala	14 schools	1 school	13 schools
Training/ capacity building of teachers in psycho-social support	West Nile	50 teachers	No activities planned	50 teachers
Objective 7: Emphasise community participation in education				
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	25 schools	7 schools	18 schools
Conduct annual career guidance sessions in primary schools targeting upper classes	South West	51 schools	15 schools	20 schools
Facilitate annual career guidance sessions in primary schools targeting OVCs and UAC in 3 years	West Nile	14 schools	7 schools	2 schools
Objective 8: Promote innovation in education programming and interventions				
Implement Newspaper in Education (NiE) Program in 4 settlement schools in collaboration with Daily Monitor Publications	Mid West	5,760 copies of Monitor Newspaper in Education procured	Activity completed	

Yemen Aden

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



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



OOSC Enrolment—Reporting period **565**



OVERALL CONTEXT

The humanitarian crisis in Yemen reached unprecedented levels during the first half of 2017, with no political solution in sight and an acute protection crisis sweeping the country. The conflict has left 20.7 million people, three quarters of the population, in need of humanitarian or protection assistance. Escalation of hostilities, disruption of basic services and destruction of infrastructure, compounded by severe economic deterioration, threat of famine, outbreaks of cholera, along with continued violations of international humanitarian law, have resulted in Yemen becoming one of the largest humanitarian crises in the world. As of July 2017, close to two million people, across 21 governorates, were forced to flee their homes, with 84 per cent of them displaced for more than a year.

As of August 2017, the refugee and asylum-seeker population stood at 280,600, all of whom continue to live in precarious situations. Despite war, an estimated 60,000 refugees and migrants arrived or transited through Yemen in 2017. Coupled with continuous economic decline and a chronic lack of livelihood opportunities, the vulnerabilities of refugees and asylum-seekers have been exponentially increasing. Insecurity and ongoing hostilities continue to

hamper the provision of assistance and limit protection space. Given deteriorating conditions for refugees in Yemen, UNHCR, in partnership with IOM, rolled out the Assisted Spontaneous Return (ASR) programme for Somali refugees wishing to return to Somalia.

In 2017, UNHCR continued to partner with SCI as the main partner for education, as well as a new national partner, Humanitarian Solidarity Society (SHS), for the supply of material and construction work.

IMPACT

In 2017, UNHCR worked closely with both NGO education partners (SCI and SHS), the Offices of Education (OoE) in Aden and Lahaj governorates, as well as parents' and teachers' associations, to ensure access of all refugee children to schools. Prior to the start of the new school year, in mid-September 2017, a back-to-school campaign was conducted. SCI volunteers visited refugee families in their homes to determine the reasons why children were not enrolled, encourage out-of-school children in Kharaz camp to go back to school, and conduct awareness sessions on the importance of education.

In Kharaz camp, a total of 2,233 refugee students (1,183 boys and 1,050 girls) were registered in school. Overall, the enrolment rate in 2017 was higher than in 2016: 91 per cent of primary school-aged children were enrolled in primary education. Students who had dropped out and overaged learners were given the opportunity to access education through the community-based accelerated learning programme, which was attended by 70 children in Kharaz camp. During the school year 2016-2017, a total of 13 students (four boys and nine girls) were referred from the accelerated programme to the formal school. In the urban area of Basateen, a total of 8,622 students (1,420 refugees and 7,202 host community students) attended the three primary schools supported by UNHCR. 15 children with disabilities were referred from the early learning centre to primary schools. With the support of EAC, UNHCR facilitated the access of refugee children to primary schools by providing uniforms and school kits to all students in Kharaz camp and 500 vulnerable children in Aden.

The influx of IDPs to Basateen in the Da'ar Sa'ad district led to an increase in the number of children in schools. UNHCR contacted the OoE in Aden to advocate for the enrolment of 19 students who had been denied



Yunis, is a 12-year-old boy born in Ethiopia. He arrived in Yemen in 2010 with his mother, where he had been living a comfortable life. At that time, his mother was employed and could afford school fees for three years. But when conflict broke out in 2015, Yunis and his mother ended up living on the streets. Yunis was forced to drop out of school. His mother approached UNHCR’s education partner, the

Sustainable Development Foundation (SDF), seeking help to assist Yunis’ return to school. She knew that education was the key to guaranteeing Yunis a future. He has now returned to school at a UNHCR-supported family centre in Sana’a.

access to school due to limited capacity. As a result, schools were instructed to enrol these children. To facilitate access for refugee children with protection concerns, UNHCR’s protection partner coordinated directly with the school management in Kharaz camp and in Aden.

In 2017, thanks to the new partnership with SHS, UNHCR successfully completed the rehabilitation and construction work that could not be done in 2016. In Kharaz camp, classes in the two primary camp schools were rehabilitated with flooring and paint, latrines were renovated, a shade was constructed in the boys’ school, and a resource room was established and equipped. In Basateen-Aden, UNHCR constructed four classrooms and three latrines in the girls’ school, in order to absorb the increased number of refugees and IDPs who moved to Aden due to the ongoing armed

conflict. UNHCR also replaced 20 old whiteboards in the boys’ school and established a resource room.

No teachers were recruited in the camp schools, since the teacher-student ratio currently is 1:21. However, teachers were redistributed among classes in order to address the shortage of teachers for some subjects.

In mid-May 2017, UNHCR’s education partner, in coordination with the OoE, conducted a jointly developed assessment of teacher capacity in camp schools. The team interviewed 103 teachers (53 in the boys’ school and 50 in the girls’ school). The assessment pointed out a lack of skills in the production of teaching aid materials and in classroom management, and highlighted the need to diversify learning strategies, improve the preparation of daily

learning sessions, as well as the assessment and evaluation of the students’ performance throughout the year. The team also conducted interviews with school management staff to identify capacity-building needs. The 10 interviews, conducted with five school principals, four secretaries and one school store keeper, underlined a lack of skills related to conflict and problem solving, the absence of a systematic recording and archiving system, and the need to improve planning, management, report writing and budgeting skills.

In line with the assessment outcomes, SCI developed a training programme for 106 teachers, 10 school management staff and four social workers. The training focused on the effect of psychological trauma on children’s learning, the influence of psychosocial factors on the school setting, the importance of offering

psychological support to teachers and learners, effective learning and the role of teachers, cooperative learning and creative learning through games and drama, classroom management and lesson planning. To address the needs of school management staff, an additional training was conducted for 20 management staff on the role of educational institutions in providing pedagogical support to teachers and learners.

The education partner provided the Refugee Committee (Alghaith), who is implementing the accelerated learning programme, with a new official curriculum, developed by the MoE and SCI, to replace the current curriculum. Despite the MoE’s financial constraints to print textbooks, the OoE provided two camp schools with textbooks for grades 1-9 (4,934 books for the girls’ school and 4,659 books for the boys’ school).

One of the main challenges raised by students and parents during the participatory assessment conducted in 2017 was the need to create safe learning environments in schools. To overcome this gap, UNHCR supported additional non-curricular activities and parents’ and students’ counsels, outside of the EAC programme. These included awareness activities on SGBV. In addition, 36 members (28 men and 8 women) of the parents’ associations (PAs) were trained. Training activities focused on children’s rights, child protection, code of conduct, roles and responsibilities, and positive discipline. 40 teachers were trained on the integration of children with disabilities. The awareness campaign on sexual abuse targeted children in grades 1-3 in three schools. During the same campaign, the referral mechanism for SGBV incidents between schools and UNHCR’s protection partner was strengthened.

Until recently, UNHCR was only able to obtain basic data from school management. In order for UNHCR, partners and school staff to be able to collect reliable data about whether children are learning, what they are learning, and why, UNHCR’s partner set up an education data system in

schools. This data system will only be active in 2018, as data staff have not been trained yet.

In order to facilitate effective coordination between UNHCR and SCI, focal points were identified. Several coordination meetings were held between UNHCR’s and SCI’s programme teams in Aden to update on progress and address challenges. Furthermore, to ensure timely implementation and acceptance in the targeted refugee community, SCI worked on ensuring regular coordination with all stakeholders at the field/camp level, including camp management, schools and Parent Committees. A project kick-off meeting was conducted with all stakeholders to create a common understanding of the project’s objectives and to agree on roles and responsibilities.

In September 2017, UNHCR started meetings and discussions with the technical committee of the MoE to prepare the mainstreaming of refugee education into the national education system. In 2018, the refugee education programme will be implemented by the MoE.

CHALLENGES AND LESSONS LEARNED

The collapse of the education system has impacted the delivery of education services at all levels. The start of the school year witnessed a major setback and led to severe disruptions in the functioning of public education establishments in 75 per cent of the governorates. Irregular payment of civil servants has led to high poverty rates among the population and impacted education opportunities for children. Unabated conflict and internal displacement have further aggravated the situation. In light of the increased number of governorates affected by war, global targets of the operation for 2017 had to be adjusted upward.

Clashes between different groups affected UNHCR staff’s access to Kharaz camp and interrupted the education process in schools, but

UNHCR overcame this challenge by monitoring schools through partners, e-mails, reports and calls. The influx of IDPs in Aden affected the absorption capacity of schools that had already exceeded the standard number of children per class. UNHCR addressed this challenge by constructing four classrooms and three latrines in the girls’ school in Basateen. Teachers in the camp refused to sign their contracts, claiming more entitlements than the monthly incentives they were receiving. Strikes, frequent absence of teachers and substandard quality of teaching were also noticed. UNHCR is in discussion with the MoE to improve standards.

Despite these major challenges, all education activities were implemented and targets met in 2017.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 2018
Objective 1: Expand access to education				
Identified out of school children are registered in the 3 primary schools in Basateen	Basateen	500 children annually	500 children	500 children
Provide the children with uniforms, shoes and school bags	Basateen	1,873 children	500 children	No activities planned
Provide the children with uniforms, shoes and school bags	Kharaz	7,400 children	2,233 children	No activities planned
Enrol overaged learners in accelerated classes	Kharaz	240 children	70 children	65 children
Provide the children enrolled in accelerated learning programmes with financial assistance	Kharaz	210 cash grants	68 cash grants	65 cash grants
Extension of Basateen school's fence	Basateen	1 fence	Activity completed	
Construction of classes and latrines in Alghafki School	Basateen	4 classes 3 latrines	4 classes 3 latrines	No activities planned
Rehabilitation of primary school and resource rooms	Basateen	1 school (20 whiteboards for 20 classes) 3 resource rooms	1 resource room 20 boards	No activities planned
Rehabilitation of 2 primary schools	Kharaz	2 primary schools	2 primary schools 32 classrooms	No activities planned
Objective 2: Improve the quality of teaching and learning				
Provide sport and recreational activities material	Kharaz	50 activities	18 activities	9 activities
Incentives to teachers at Kharaz primary schools	Kharaz	125 teachers annually	125 teachers	125 teachers
Incentives to teachers at Basateen primary schools and service staff	Basateen	45 teachers and service staff annually	45 teachers and service staff	45 teachers and service staff
Establishment of resources room in Kharaz	Kharaz	1 resource room including the library	1 resource room	Activity completed
Teachers (funded through UNHCR) training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, early education and inclusive education. The cohort of trained teachers is mostly the same in both 2017 and 2018.	Kharaz	125 teachers annually	140 teachers/ school management staff/social workers	No activities planned
School materials and teaching aids for teachers in two schools	Kharaz	2 schools annually	2 schools 140 teachers	2 schools
School materials and teaching aids for teachers in 3 schools	Basateen	3 schools annually	3 schools 203 teachers	3 schools
Objective 3: Ensure safe learning environments for children				
Rehabilitation of Kharaz schools' fence	Kharaz	1 fence	No activities planned	1 school fence
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	6 counsellors
Objective 7: Emphasise community participation in education				
Organise meetings with all education stakeholders	Basateen	34 meetings	12 meetings	5 meetings
Organise meetings with all education stakeholders	Kharaz	50 meetings	15 meetings	8 meetings

Yemen Sana'a

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



OOSC Enrolment—Total to date **1,271**



OOSC Enrolment—Reporting period **386**



OVERALL CONTEXT

The conflict escalation in Yemen caused an unprecedented humanitarian crisis, with heavy and frequent airstrikes in Sana’a throughout 2017. The blockade on Yemen’s ports and airspace in early November 2017 had a further impact on refugees’ already precarious situation. Refugees were dramatically affected by the sudden surge in the prices of food, cooking gas, water, medicine, and the constant depreciation of the YER exchange rate against the USD, which further eroded the purchasing power of the refugee population. In August 2016, the de facto authorities requested UNHCR to hand over registration activities for non-Somali refugees to the Bureau of Refugee Affairs (BRA). In 2018, UNHCR consolidated all education activities under one partner, the Sustainable Development Foundation (SDF), to ensure better management of education interventions.

IMPACT

Through the EAC Programme, UNHCR Sana’a was able to make significant achievements through its partner SDF, despite the ongoing challenges on the ground. SDF conducted a range of education activities to

increase the enrolment and retention of refugee children. Community mobilisation, sensitisation activities and awareness-raising on the importance of education impacted enrolment and identification of OOSC, especially girls. By December 2017, 2,310 refugee children (1,183 girls and 1,127 boys) had received school kits, which reflected an increase in enrolment and retention rates, as children must prove their school registration by obtaining an enrolment statement from their school as a pre-condition to receive the school kit.

Regular meetings with refugee community leaders, daily social counselling sessions and interaction with families, caregivers and children, were also conducted to improve access to education and maintain retention. UNHCR had to obtain the approval from the MoE to be able to continue supporting refugee children with expired ID cards (as a result of the suspension of UNHCR registration activities) and children without birth certificates, in order to prevent their dropout from school. UNHCR’s Family Centre remains the main point for identification of children at risk and referrals to UNHCR, partners and service providers. In all activities, the importance of education is taken into consideration. Children at the Family Centre are also provided with literacy, numeracy and remedial classes. Birth

registration is conducted at the centre on a weekly basis. These activities significantly contributed to improve enrolment and retention in education services. 2,773 refugee children (1,454 females and 1,319 males) were supported (either newly enrolled or retained) in primary education in 2017-2018 through EAC funds.

Despite the overall challenging situation resulting from the inability of the MoE to carry out relevant interventions, several activities were conducted in 2017 to enhance the quality of education. 356 teachers and administrative staff (265 females and 91 males) were trained on INEE (Inter-Agency Network on Education in Emergencies), psychosocial support, active learning, SGBV and child protection.

Four fully equipped resource rooms were established in schools. UNHCR provided equipment, furniture, teaching and learning materials (chairs, desks, laboratory equipment, scientific books, sport packages, music equipment...) to eight selected public schools.

Despite the lack of proper infrastructure and political, security and economic stability, UNHCR, by equipping schools with computer laboratories and resource rooms, emphasised the importance of



Yemen Sana'a

Josef (left) is making new friends while receiving education at a UNHCR-supported centre. Born to Ethiopian parents who were forced to flee their homes, Josef is one of over 280,000 refugees who escaped conflict and persecution in their own countries only to face it again in Yemen. With

the support of UNHCR and a partner-run community centre, Josef is enrolled in a new school. His wishes are for the bombs to stop and to finish his schooling so he can become an engineer.

adopting innovative educational approaches that can improve children's learning outcomes and use technology to empower students to become lifelong learners. 44 teachers from 10 schools were trained on child protection and SGBV issues. 10 Child Protection Committees (CPCs) were supported and nine meetings were held in 2017. CPCs were trained on using innovation and technology to report on child protection incidents identified through a secure online platform containing information on the different cases, types of abuse, as well as the provided and required services.

This new reporting modality aimed at scaling up reporting and feedback, but expected results were only partially achieved due to limited internet access. Unfortunately, despite the efforts to build capacity on the identification and responses to children experiencing protection risks,

discussions during CPC meetings remained largely focused on issues related to teachers' salaries. Trainings were also conducted for children on self-protection and child protection issues to empower them and enable them to recognise, respond and report child protection incidents. Ten student councils were supported and 91 members trained on child protection and the importance of education.

UNHCR supported the Sector of Curriculum & Guidance of the MoE with establishing an enrolment database system to improve access to refugee children enrolment statistics. UNHCR, through SDF, also supported the Literacy & Adult Education Department at Amanat Al-Asimah level by providing one complete solar system, five desktops, three printers, one photocopier and five archiving cabinets. This will enhance documentation, archiving and data compiling for statistics required for

students enrolled in literacy classes in Amanat Al-Asimah, Sana'a.

UNHCR maintains regular coordination with the MoE to discuss issues and interventions related to refugee children. UNHCR also continues to be a member of the Local Education Group. One of the main results achieved thanks to UNHCR's interventions on an annual basis since 2013 was the issuance of a number of memos facilitating refugee children's access to education using one of the following documents: a birth certificate, a refugee ID or certificate, or an arrival form. In the past, a birth certificate had been a pre-condition for a child to enrol in education, and refugee children had faced difficulties in obtaining an admission application. UNHCR and SDF maintain regular advocacy and coordination with the MoE to help refugee children obtain arrival forms.

In April 2017, UNHCR participated in the Development Partners and Local Education Group meeting in Beirut, Lebanon, in which UNHCR strongly advocated for the inclusion of refugee children into the upcoming Education Transition Plan. UNHCR will continue its advocacy as part of its commitment to implement SDG4, in order to ensure that refugee children are accurately and effectively accounted for, and are integrated into national education plans.

Key achievements also included the provision of assistive devices (glasses, wheelchairs, crutches, hearing aids) to 98 refugee children with disabilities (43 boys and 55 girls), the establishment of a parents group, the contracting of an Education Coordinator, the organisation of three meetings with the MoE, the Education Office and school directors of 10 schools. Community efforts included a back-to-school campaign, as well as 10 community mobilisation and sensitisation sessions. Six government literacy centres were supported through EAC funds and were attended by 92 primary level students (54 males and 38 females). and were attended by 92 primary level students (54 males and 38 females).

Another important achievement was the solution found for enrolling OOSC who had previous education, but were lacking supporting certificates. This was resolved in cooperation with SDF, the Education Office and the Literacy & Adult Education Sector, by enrolling young OOSC in literacy classes first, and later on enrolling them in formal education.

Whereas no OOSC had been enrolled in previous years, three OOSC were successfully enrolled in formal education in grade three in 2017, after the completion of the first grade in literacy education (the first grade in literacy equals two years in formal education).

CHALLENGES AND LESSONS LEARNED

The academic year in Northern Yemen started with a one-month delay, and the education system was interrupted several times, as a result of teachers going on strike, as their salaries remained unpaid. This affected the smooth implementation of activities such as child protection committee meetings, where discussions ended up focusing mostly on salaries, rather than on child protection issues.

In spite of the difficult context, planned education activities were implemented and most targets fully met in 2017. Given limited funds allocated for trainings, only one training could be conducted on both active learning and on psychosocial support, instead of the two that had been planned. School maintenance was conducted in only one school instead of two, as one of the schools had been seriously damaged when a nearby house was hit by an airstrike, and required significant repair.

A key challenge remains the monitoring of enrolled and at risk of dropout children, as well as other key education indicators, in particular in the urban context, given that the statistics collected by the MoE do not reflect statistics of refugee children. The MoE and the Education Office apply conventional methods in education data collection, and schools are often not adequately equipped with databases that can be connected through a network. To address this gap, UNHCR supported the Sector of Curriculum & Guidance of the MoE by redesigning a database system to improve access to refugee children enrolment data. UNHCR will explore how to further support the MoE to enhance data collection for refugee children, possibly by enhancing the existing system managed by the MoE.

Due to the deterioration of the security situation and the resulting disruption of administrative services, UNHCR could not resume its negotiations with the MoE on a possible MoU between the two

parties. It is not clear how the de facto authorities may accept an MoU for refugee children, as the situation of IDP students seems to be their main concern. The MoE has been asking donors to pay teachers' salaries as a main priority, which is at the date of the report not feasible, but under discussion at a higher level. Lessons learned highlight the importance of maintaining close and regular coordination with the school management in the 10 targeted schools, so that education interventions are smoothly implemented. Maintaining regular coordination and communication with the MoE and the Education Office to promote the mainstreaming of refugee children education into the national education system will also stay a key priority.

It is very difficult in the current context to reach children who are not enrolled in schools. Despite continuous efforts to enrol and retain all identified OOSC in education, it is expected that dropout rates will remain high, as many parents do not value the importance of education, and children are increasingly required to contribute to household income as a result of poverty. A high number of families relocate to new locations and send children to work to support the family. In response, UNHCR will continue to conduct awareness-raising, community mobilisation and sensitisation sessions.

Through awareness building, UNHCR and its partners will be able to sensitize the community to the importance of education, and at the same time, disseminate information on available services that can provide crucial, sometimes life-saving, support to children and their parents, for example on the provision of school kits, which ease the financial burden that parents face each school year, or on the availability of day-care activities, which enable parents to go to work and earn an income while putting their young children to safe places and sending their older children to school.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2017	Planned Jan - June 2018
Objective 1: Expand access to education				
School material packages (uniforms, shoes, school bags including stationary) to OOSC and previously EAC children	Yemen Sana’a	6,069 kits	2,310 kits	No activities planned
Support Early Childhood Development	Yemen Sana’a	100 individuals annually	104 individuals	50 individuals
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	98 individuals	40 individuals
Furniture, teaching-and-learning materials (Desks/chairs, laboratory equipment, textbooks, sport packages and music equipment) to schools	Yemen Sana’a	5 schools annually (same schools every year)	8 schools 477 items	5 schools
Maintenance for 2 schools	Yemen Sana’a	2 schools	1 school 6 classroom doors 6 bathroom doors 18 toilets	No activities planned
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	Yemen Sana’a	1 centre	Activity completed	
Support 6 Literacy and Arabic classes/ centres (including 1 established at SDF Family Centre)- provide school kits for refugee children attending literacy classes, print Arabic textbooks- Transportation for UAC attending the literacy classes and 2 volunteers teaching at the literacy classes at the family centre	Yemen Sana’a	6 classes established and supported annually	6 classes	No activities planned
Train teachers and social workers on INEE (Inter- Agency Network on Education in Emergencies)	Yemen Sana’a	4 trainings 152 persons	1 training 36 persons trained (34 females and 2 males)	No activities planned
Train teachers and social counsellors on promoting psychosocial well-being among children affected by armed conflict and displacement	Yemen Sana’a	5 trainings 200 persons	1 training 42 persons (37 females and 5 males)	No activities planned
Train teachers, social workers and health workers and community members on positive discipline and activation of the ban of corporal punishment in schools	Yemen Sana’a	3 trainings 121 persons	Activity completed	
Train teachers, social workers, health workers and community members on child protection and SGBV issues	Yemen Sana’a	7 trainings 245 persons	2 trainings 44 persons (39 females and 5 males)	No activities planned
Train teachers, social workers , health workers, and community members on dealing with children with special needs	Yemen Sana’a	3 trainings 123 persons	Activity completed	
Train teachers and social workers on learning disorders and use of resources rooms	Yemen Sana’a	1 training 30 persons	Activity completed	
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	Yemen Sana'a	20 trainings 200 individuals	10 trainings 100 persons (54 females and 46 males)	100 persons
Trainings on Active learning for teachers	Yemen Sana'a	3 trainings 119 individuals	1 training 39 persons (32 females and 7 males)	1 training 40 persons
Train children, teachers and host community on child rights, child protection mechanism through identifying, reporting, and responding	Yemen Sana'a	5 trainings 135 individuals	4 trainings 95 persons (68 females and 27 males)	1 training 40 persons
Objective 3: Ensure safe learning environments for children				
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	10 CPCs	Activity completed
Objective 4: Promote awareness and advocacy on the importance of education for refugee children				
Purchase visibility items	Yemen Sana'a	200 items	1,000 posters printed	Activity completed
Conduct education awareness sessions, including on the importance of educating girls	Yemen Sana'a	15 sessions	10 sessions 177 participants (103 females and 74 males)	3 sessions 75 participants
Objective 5: Improve data collection, management and analysis to promote learning and better programming				
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	Yemen Sana'a	1 assessment	Activity completed	
Objective 6: Strengthen capacity and partnerships with ministries of education and other education actors to enable more refugee children to access School				
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	Yemen Sana'a	5 meetings	3 meetings	1 meeting
Back to school campaigns	Yemen Sana'a	3 campaigns	1 campaign	No activities planned
Equipment to MoE to improve information management system and data collection on a national level	Yemen Sana'a	Equipment provided to one sector	Activity completed	
Support to MoE to enhance its capacity to operate (provision of office furntiure and solar system)	Yemen Sana'a	1 of the MoE Sectors	1 Literacy and Adult Education Department supported	No activities planned
Train MoE education staff at a central and local level on refugee issues	Yemen Sana'a	1 training 34 participants	Activity completed	
Train Teachers and school Directors on the basic computer literacy	Yemen Sana'a	1 training 23 individuals	Activity completed	
Train Teachers on computer maintenance	Yemen Sana'a	1 training 23 individuals	Activity completed	
Train Teachers on integrating technology in education and education strategy	Yemen Sana'a	1 training 38 individuals	Activity completed	

Objective 7: Emphasise community participation in education				
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 group (20 members)	1 group (20 members)
Establish/support student councils to implement their annual activities plans	Yemen Sana’a	10 student councils	10 student councils 91 members	10 student councils 92 members
Empower and train student councils on CRC, child protection, importance of education	Yemen Sana’a	283 members	91 members	92 members
Objective 8: Promote innovation in education programming and interventions				
Equipment and educational materials for resource rooms in schools such as teaching and educational materials, furniture)	Yemen Sana’a	Equipment for 10 resource rooms	4 resource rooms equipped	No activities planned
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.	Yemen Sana’a	10 schools	Activity completed	
Provide computers for schools	Yemen Sana’a	18 computers in 2 schools	Activity completed	
Provide furniture for the computer lab for 4 schools	Yemen Sana’a	4 schools provided with 80 chairs 80 desks 1 solar system	Activity completed	
Provide projector for the computer lab	Yemen Sana’a	1 projector	Activity completed	
Provide projector screen for the computer lab	Yemen Sana’a	1 projector	Activity completed	
Projector ceiling mount with installation	Yemen Sana’a	1 ceiling mount	Activity completed	
Network web installation, items, electrical points for the computer lab	Yemen Sana’a	1 installation	Activity completed	

Glossary

AASTTI	Abu Ali Seena Teacher Training Institute	LMO	Literacy Movement Organization
ADRA	Adventist Development and Relief Agency	LoU	Letter of Understanding
AE	Accelerated Education	LWF	Lutheran World Federation
AEP	Accelerated Education Programme	MIDIMAR	Ministry of Disaster Management and Refugees Affairs
AEWG	Accelerated Education Working Group	MoE	Ministry of Education
AME	Educating Mothers Association	MoES	Ministry of Education and Sports
ARRA	Administration for Refugee and Returnee Affairs	MoU	Memorandum of Understanding
ASR	Assisted Spontaneous Return Programme	NADRA	National Database and Registration Authority
ATW	Allowed to Work	NER	Net Enrolment Rate
BAFIA	Bureau for Aliens and Foreign Immigrants’ Affairs	NGO	Non-Governmental Organisation
BEF	Basic Education Exam	NOC	No-Objection Certificate
BPRM	US Bureau of Population, Refugees and Migration	NRC	Norwegian Refugee Council
BRA	Bureau of Refugee Affairs	NRD	National Registration Department
CAR	Central African Republic	NSC	National Security Council
CAR	Commissionerate for Afghan Refugees	OoE	Office of Education
CBI	Cash Based Intervention	OOSC	Out-of-School Children
CBP	Community Based Protection	PA	Parents Association
CLC	Community Learning Centre	PoR	Proof of Registration
CoC	Code of Conduct	PTA	Parent Teacher Association
CPC	Child Protection Committee	RAIS	Refugee Assistance Information System
CRRF	Comprehensive Refugee Response Framework	REB	Rwanda Education Board
DFID	Department for International Development (UK)	REMEDI	Refugee Medical Insurance
DRC	Danish Refugee Council	REMIS	Refugee Education Management Information System
EAA	Education Above All	RI	Relief International
EAC	Educate A Child	SAFRON	Ministry of States and Frontier Regions
ECDE	Early Childhood Development and Education	SCI	Save the Children International
ECW	Education Cannot Wait	SDF	Sustainable Development Foundation
EI	Education International	SDG4	Sustainable Development Goal 4
EiE	Regional Education in Emergencies	SGBV	Sexual and Gender Based Violence
EMIS	Education Management Information System	SHS	Humanitarian Solidarity Society
ERP	Education Response Plan	SIL	Summer Institute of Linguistics
GED	General Education Development	SMC	School Management Committee
GER	Gross Enrolment Rate	SMoE	State Ministry of Education
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit	SNE	Special Needs Education
GPE	Global Partnership for Education	SPLA-IO	Sudan People’s Liberation Movement in Opposition
GRC	German Red Cross	SRO	School Renovation Organisation
HRP	Humanitarian Response Programme	SSAR	Solutions Strategy for Afghan Refugees
ICT	Information and Communications Technology	TTC	Teacher Training College
IDP	Internally Displaced Person	UAC	Unaccompanied Children
IGA	Income Generating Activity	UNDAF	United Nations Development Assistance Framework
IGAD	Intergovernmental Authority on Development	UNESCO	United Nations Educational, Scientific and Cultural Organisation
IGCSE	International General Certificate of Secondary Education	UNHCR	United Nations High Commissioner for Refugees
INEE	Inter-Agency Network for Education in Emergencies	UNICEF	United Nations International Children's Emergency Fund
INS	Instant Network School	WASH	Water Sanitation and Hygiene
IOM	International Office of Migration	WFP	World Food Programme
IPMC	Implementing Partners Management Committee		

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